



FHDA MIS Quarterly Submission Report

Reporting term: *winter 2025*

Data extraction (Banner system/production) and submission date: May 23, 2025

Introduction

The winter 2025 MIS quarterly reports were submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCOC (California Community Colleges Chancellor's Office) on May 23, 2025. This document identifies threats to the validity of the data submitted in these reports and highlights key findings.

As part of the data validation efforts, this document provides statistics for the reporting term related to student characteristics, special populations groups, course offerings, faculty instructional workload, and compare these with corresponding data for the same term of the prior academic year.

More information on the data submitted is available at the CCCCOC MIS data mart, <https://datamart.cccco.edu/DataMart.aspx>. This website, which is open to the general public, allows users to query and compare data submitted by all California community colleges.

This document is divided into three sections:

- Section A. *Data quality issues*: documents problems or errors with the data
- Section B. *Data highlights*: provides a summary of key findings
- Section C. *Tables*: shows data for the reporting academic period and the corresponding term of the prior academic year. Significant or unexpected changes are highlighted (i.e., shows a trend by comparing the statistic for the group with that for the college)

Section A. Data Quality Issues

The following data quality issues were still unresolved by the date of submission.

De Anza College

- SB-Student Characteristics
 - Missing data: race/ethnicity and CCC ID (California Community Colleges student identifier)
 - Data disaggregated by *residency status* in Table A.1 shows that 74.4% (1,020 of 1,379) of *international students* in winter 2025 had missing data for race/ethnicity and CCC ID—an increase of 10.7 percentage points when compared to data for the previous winter term. This finding suggests an undercount at the college level of students from race/ethnic backgrounds that are overrepresented among international students (e.g., Asians).
- SG-Special populations
 - US/CSU dual admission data needs to be reviewed by Transfer Center to assess the extent of students' participation in the program.
- SX-Enrollment
 - Missing positive attendance
 - One section with one enrollment record (CRN-35995)
 - Overwritten contact hours: CRN-27674, CRN-38718, CRN-39027, CRN-28173, CRN-37736 (due to discrepancies between COR and section scheduled hours).
- XB-Sections
 - Data for XB12 Instructional-Material-Cost was not submitted for it was not reviewed and confirmed by the college prior submission date.

Foothill College

- SB-Student Characteristics
 - Missing data: race/ethnicity and CCC ID (California Community Colleges student identifier)
 - Data disaggregated by *residency status* in Table A.1 shows that 52.2% (235 of 448) of *international students* in winter 2025 had missing data for race/ethnicity and CCC ID—an increase of 4.3 percentage points when compared to data for the previous winter term. This finding suggests an undercount at the college level of students from race/ethnic backgrounds that are overrepresented among international students (e.g., Asians).
 - Data disaggregated by credit status Table A.2 shows that 37.2% (298 of 802) of students enrolled in only *noncredit* courses in winter 2025 were missing CCC ID data; 17.6% (141 of 802) were missing data for race/ethnicity and CCC ID.
- SG-Special Populations
 - Data not submitted; list of participating students was not confirmed and reviewed by the program at the college prior submission date:
 - Student Disabilities
 - MESA
 - US/CSU dual admission data needs to be reviewed by Transfer Center to assess the extent of students' participation in the program.
- SX-Enrollment
 - Missing official grade
 - Data in Table A.3 shows that 2,065 enrollment records were reported with 'RD' (report delayed/missing grade) as final grade; 44.3% (914) of these were for sections with a *class end date* after submission date; 88.2% (1,821) were for CTE courses.

- Overwritten contact hours: CRN-22418, CRN-31236, CRN-32137 (due to discrepancies between COR and section scheduled hours).
- Missing positive attendance
 - Data Table A.4 shows that 1,844 enrollment records (110 sections) were missing positive attendance; 67.4% (1,242) of these were for sections with a *class end date* after submission date; 73.6% (1,358) were for CTE courses. Missing positive attendance will significantly underestimate the college student headcount for positive attendance is used by most procedures to identify student registration status (i.e., whether the student will be counted/included in the analysis).
 - Data in Table A.5 and A.6 compare headcount statistics using *attendance by first census* (enrollment applicable to apportionment; it assumes students enrolled in only positive attendance sections attend at least one meeting) versus those that take into account positive attendance (for example, MIS data mart headcounts and analyses here). Foothill data based on *attendance by first census* in Table A.5 shows a headcount increase of 4.4% (14,297 from 13,695) in winter 2025 from the previous winter term; De Anza data shows no significant change.
- SY-Credit for Prior Learning
 - 93.8% (45 of 48) of all records were successfully submitted; 6.3% (3) were rejected because the number of units awarded were lower than those approved for the course.
- XB Sections
 - Sections deleted from report: CRN-32261 (cancelled with one enrollment record) and CRN-32690 (out-of-range end date).
- XB12 Instructional-Material-Costs
 - Data for XB12 Instructional-Material-Cost was not submitted for it was reviewed and confirmed by the college. No Foothill XB12 data

has been submitted for the academic year despite repeated request to the Foothill Learning Resources Division.

Table 1.A
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator or Assistant(s) at De Anza College, Winter 2025

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
A2MEND	Maurice Canyon, Angelita Pabros	17	13-May
Athletes	Ron Hannon	316	5-May
Basic Need Center	Grisel Vasquez	1,036	7-Apr
CalWORKs	Sabrina Stewart, Joseph Lipsig	39	15-May
CCAP	Tiffany Rodriguez-Tran	120	16-Apr
DSPS	Simone Christian; Kim Te	980	8-May
UC/CSU Dual Admissions	Nazy Galoyan	CSU: 26, UC: 2	
EOPS	Lan Trinh, Ammalinh Chan	409	22-May
EOPS-CAFYES/NextUp	Lan Trinh, Ammalinh Chan	23	22-May
EOPS-CARE	Lan Trinh, Ammalinh Chan	11	22-May
MESA	Deepa Yuvaraj, Melissa Maturino	110	22-May
Middle College-Fremont Union HSD	Alison Coy & Amanda Evans (FUHSD); Elizabeth Jahn	78	28-Apr
Puente	Liliana Rivera, Angelita Pabros	76	29-Apr
Umoja	Maurice Canyon, Angelita Pabros	57	13-May
Rising Scholars Network	Jesus Ruelas, Jayme Brown	31	1-May
Section Instruct Material Costs (XB12)	James Adams, Shagun Kaur	Not confirmed/Not submitted	
Workforce Investment Act (WIA)	Sabrina Stewart, Joseph Lipsig	-	15-May

Notes

Only data that has been confirmed as accurate and complete prior the submission date by the program coordinator or representative is submitted.

Table 1.B
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator or Assistant(s) at Foothill College, Winter 2025

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
Athletes	Crystal Chen	211	28-Apr
Basic Need Center	Sonia Sanchez Santoyo	1,368	4-Apr
BS Dental Hygiene	Patti Chan; Anthony Cervantes; Carmelyn Paguio	87	6-May
BS Respiratory Care	Adam Thompson; Anthony Cervantes; Brenda Hanning	32	19-May
CalWORKs	Sabrina Stewart, Joseph Lipsig	13	15-May
CCAP	Josh Pelletier	1,217	21-Apr
College Now-MVLA USD	Gio Anselmo, Anthony Cervantes	29	29-Apr
College Now-Palo Alto USD	Rachel Dial, Emily Garrison	4	20-May
DSPS	Jackie Lauese, Stephanie Crosby	Not confirmed/Not submitted	
Dual Admissions	Anthony Cervantes	3	29-Apr
EOPS	Andrea Lara Galvan	221	22-May
EOPS-CAFYES/NextUp	Andrea Lara Galvan	19	22-May
EOPS-CARE	Andrea Lara Galvan	8	22-May
Incarcerated	Anthony Cervantes	-	21-May
Juvenile-justice impacted	Josh Pelletier	-	21-May
MESA	Jovanah Arrington, Sophia Kim	Not confirmed/Not submitted	
Middle College-MVLA USD	Gio Anselmo, Anthony Cervantes	89	29-Apr
Middle College-Palo Alto USD	Rachel Dial, Emily Garrison	51	19-May
Puente	Maritza Jackson Sandoval; Hilda Fernandez	75	5-May
Umoja	Dokesha Meacham; Tiffany Rideaux	82	30-Apr
Section Instruct Material Costs (XB12)	Mark Barnes	Not confirmed/Not submitted	

Notes

Only data that has been confirmed as accurate and complete prior the submission date by the program coordinator or representative is submitted.

Section B. Data Highlights

Students Characteristics

- Data in Table SB.1 shows that the number of De Anza students in winter 2025 dropped 0.1% (16,381 from 16,398) from the prior winter term. The number of *first-time and first-time transfer* students dropped 28.1% (458 from 637) and 19.2% (1,629 from 2,017), respectively. The number for *special admit, returning* and *continuing* students increased 15.3% (978 from 848), 7.0% (1,666 from 1,557) and 2.8% (11,650 from 11,337), respectively.
- Data for Foothill is not included in this section because the significant number of enrollment records missing positive attendance during the submission significantly underestimates headcount figures for the college students (see Section A for details). Positive attendance is one of the factors used to derive student headcount status and determine whether the student is included in the analysis.
- Student headcount statistics by course *credit status* in Table SB.2 show that in winter 2025 the number of students enrolled in only *noncredit* courses at De Anza increased 7.0% (579 from 541) when compared to the previous winter term; the number of students who enrolled in at least one credit course dropped 0.3% (15,802 from 15,857).
- Data in Table SB.3 shows that during the last two winter terms less than 1 percent (15 of 15,802) of De Anza students enrolled in at least one apprenticeship course.
- Data in Table SB.4 shows that there was a drop of 2.1% (14,343 from 14,648) in the number of *California residents* who enrolled at De Anza in winter 2025 when compared to the previous winter term. On the other hand, the headcount for *out-of-state* and *international* students at the college increased 19.6% (659 from 551) and 15% (1,379 from 1,199), respectively, during the same period.
- Data disaggregated by *gender* in Table SB.5 shows that the number of *male* students at De Anza dropped 2.0% (8,008 from 8,173) in winter 2025 from the previous winter term; the number of *non-binary* students increased 30.5% (197 from 151) during the same period.
- De Anza data disaggregated by *race/ethnicity* in Table SB.6 shows that between the last two winter terms there was a higher-than-expected increase in the number of *Asian* students, 3.0% (6,045 from 5,897). The number of *White* students dropped 16.1% (2,815 from 3,354) during the same period. Given missing race/ethnicity data for *international* students (see Section A for details), the number of *Asians* is likely underestimated.

- Data disaggregated by *age* group in Table SB.7 shows a larger-than-expected drop in the number of students aged between 35 to 44 years old in winter 2025 when compared to the prior winter term (-20.7%, 2,183 from 2,752). The number of students younger than 30 increased 4.6% (13,002 from 12,434).
- Data in Table SB.8 shows that the number of De Anza students who registered in *more than 15* credit units increased 8.2% (3,362 from 3,107) in winter 2025 from the previous winter term. The number of students who registered in *less than 6* units dropped 4.5% (3,564 from 3,656).

Categorical Programs/Special Population

- Most categorical programs (i.e., DSPS, EOPS, CalWORKs, NextUp) at De Anza had a significant headcount increase in winter 2025 over the prior winter term. Data in Table SG.1 shows the highest percentage increase for the NextUp/CAFYES program, 64.3% (23 from 14).
- Data for special populations at De Anza Table in SG.1 shows a significant student headcount increase across groups between the last two winter terms. The only groups with a significant drop in headcount include students classified as *first-generation* (-16.0%; 3,837 from 4,567), *apprenticeship* (-37.5%; 15 from 24) and *economically disadvantaged* (-13.05%; 5,653 from 6,501).
- Data for categorical programs at Foothill in Table SG.2 shows that the student headcount for the CalWORKs and NextUp/CAFYES programs increased 18.2% (13 from 11) and 216.7% (19 from 6), respectively, in winter 2025 from the previous winter term. The headcount for EOPS dropped 8.3% (221 from 241).
- Data for special populations at Foothill in Table SG.2 shows a higher-than-expected drop between the last two winter terms in the headcount for *apprenticeship* (-43.0%) and *first-generation* (-18.0%) students and a higher-than-expected increase for *economically disadvantaged* students (9.2%).¹

VTEA/Perkins

- Data in Table SV.1 shows that the number of students classified as *economically disadvantaged* who enrolled in at least one CTE (Career Technical Education) course at De Anza dropped 18.6% (2,535 from 3,115) in winter 2025 from the previous winter term. The significant drop seems related

¹ For special populations, headcount status is based on enrollment by census date, independently of positive attendance.

to students previously classified a “SSI-self-report.” The issue seems to be related to data flow from CCCApply to tables in the student information system, which is currently under review.

Credit for Prior Learning (CPL)

- De Anza data in Table SY.1 shows a drop of 28.6% (147 from 206) in the number of records for students who received *credit for prior learning* (CPL report) in winter 2025 when compared to the prior winter term. The data also shows that mathematics and history courses accounted for 31.3% and 18.4%, respectively, of all records submitted for the college in winter 2025.
- Data for Foothill in Table SY.2 shows an increase of 32.4% (45 from 34) in the number of records submitted in the CPL report in winter 2025, compared to the previous winter term. Mathematics accounted for 46.7% of the records submitted in winter 2025.

CVC (California Virtual Campus Course Exchange) Enrollment

- Data for De Anza in Table SX.A1 shows that the CVC student headcount increased 52.4% (32 from 21) in winter 2025 when compared to the previous winter term. Ethnic studies courses accounted for 31.3% of the total headcount in winter 2025.
- Data for Foothill in Table SX.A2 shows a 53.3% (46 from 30) increase in the number CVC students for winter 2025 when compared to the prior winter term.

Student Success Services

- Data for De Anza in Table SS.1 shows that between winter 2024 and winter 2025 the number of students who received *education plan* services increased significantly: the headcount for *abbreviated education plan* services increased 49.3% (1,329 from 890); for *comprehensive education plan* services, 75.5% (1,643 from 936). The data also showed a significant drop in the number of students who received *counseling/advising*, -9.7% (815 from 828), or *at-risk follow-up services*, -37.2% (574 from 914).

Course Characteristics

- Data in Table CB.1 shows no significant differences in the number of sections at De Anza in winter 2025 when compared to the previous winter term (-0.1%, 1535 from 1537). Data in this table shows a significant increase in the number of sections for courses *transferrable to UC/CSU* (1.9%, 1,077 from 1,057) and a significant drop for courses *transferrable to CSU only* (-7.5%, 273 from 295). The data also shows a significant increase in sections for *general education mathematics/quantitative reasoning* courses (3.8%, 162 from 156) and *noncredit workforce preparation* (6.8%, 47 from 44). A significant drop was

shown in the area of occupational courses: a drop of 10.6% (42 from 47) for *advanced occupational* classes, while *non-occupational* increased 1.0% (1,057 from 1,047).

- For Foothill, data in Table CB.1 shows that the total number of sections increased 2.2% (1,253 from 1,226) in winter 2025 when compared to the prior winter term. Sections for courses *transferable to UC/CSU* increased 5.3% (716 from 680); *transferable to CSU only*, 4.9% (255 from 243). The data also shows a significant increase in the number of sections for *general education* courses for *mathematics/quantitative reasoning*, 13.1% (69 from 61); *noncredit enhanced funding*, 29.2% (31 from 24); *noncredit English as a second language*, 60% (16 from 10). Courses that show a higher-than-expected drop in the number of sections include: *apprenticeship* (-11.8%, 180 from 204) and *approved special education* (19.5%, 33 from 41).

Section Attributes

- Data in Table XB.1 shows that in winter 2025 the number of *weekly census* sections at De Anza dropped 2.9% (469 from 483) from the previous winter term. *Independent study* sections accounted for 64.0% of all sections, up from 63.2% the previous winter term.
- For Foothill, data in Table XB.2 shows that the number of *weekly census* and *positive attendance* sections increased 8.6% (277 from 255) and 5.2% (346 from 329), respectively, in winter 2025 when compared to the prior winter term. Data in this table show that 48.2% of all sections were offered as *independent study*, compared to 50.4% the previous winter term.
- Data in Table XB.1 and XB.2 shows that no sections with *zero or low-cost instructional materials* were reported in winter 2025 for De Anza or Foothill.
- Data in Figure XB.3 show that 65.9% of all *noncredit* course sections at De Anza during winter 2025 used the *independent study* accounting method (alternative accounting), compared to 4.8% at Foothill.
- Data in Table XF.1 shows that 69.3% of all sections at De Anza in winter 2025 used some type of *distance education* or online instructional method. The number of *in-person* sections increased 1.7% (471 from 463) between the two winter terms.
- Data in Table XF.2 shows that 51.5% of all sections at Foothill in winter 2025 used some type of *distance education* or online instructional method. The number of *in-person* sections increased 7.8% (608 from 564) between the last two winter terms.

Instructional Load/FTEF (Full Time Equivalent Faculty)

- Data in Table XE.1 shows that total FTEF for *credit* courses at De Anza increased 1.4% (131.20 from 129.36) in winter 2025, compared to winter 2024. The FTEF for *full-time faculty/not overload* assignments in winter 2025 increased 3.0% (55.67 from 54.06); for *part-time faculty*, 1.5% (61.85 from 60.95).
- Data in Table XE.2 shows that total FTEF for *credit* courses at Foothill increased 5.2% (87.679 from 83.327) in winter 2025, compared to winter 2024. The FTEF for *full-time faculty/not overload* assignments increased 8.9% (38.45 from 35.31); for *part-time faculty*, 3.6% (39.39 from 38.03).

FTES (Full Time Equivalent Student)

- Data in Table SX.2 shows that in winter 2025 the FTES for *credit* courses at De Anza increased 2.2% (4,370.23 from 4,274.72) from the previous winter term. The FTES for *California residents (excluding apprenticeship courses and enrollments not applicable to apportionment)* increased 0.6% (3,756.41 from 3,733.88). The increase in credit FTES was mainly driven by *international* and *out-of-state* students who showed an increase of 13.4% (501.73 from 442.61) and 19.2% (108.25 from 90.78), respectively.
- Data for *noncredit* courses at De Anza in Table SX.2B shows that the FTES increased 10.6% (112.86 from 102.5) in winter 2025, compared to the prior winter term. Data for *CCDP-English as a Second Language* courses shows an increase of 15.7% (74.21 from 64.14) in FTES; for *CCDP Workforce Preparation* courses, a 2.0% increase (38.65 from 37.91).
- Data for *California residents* enrolled in *credit* courses (*excluding apprenticeship courses and enrollments not applicable to apportionment*) at De Anza disaggregated by *enrollment status* in Table SX.3 shows that the FTES for *first-time* and *first-time transfer* students dropped 47.9% (49.79 from 95.59) and 34.4% (193.61 from 295.01) in winter 2025 from the previous winter term. The *special admit group* shows the highest percentage increase in FTES for the period, 11.5% (129.97 from 116.53). The data also shows that *continuing* students accounted for 82.9% of the FTES in winter 2025, compared to 79.7% in the previous winter term.

Section C. Tables

The tables shown in this section are designed to help data custodians review the data submitted. The column “Trend” is meant to help them identify unexpected changes in the data for a given group (e.g., group of students or courses) after considering

changes at the college level. A green upwards arrow is used to signal that the change is positive (i.e., greater than zero) and higher than that for the college (i.e., the group outperformed when compared to the college population by at least one percentage point). The red downward arrow is used to signal that the change is negative (i.e., lower than zero) and lower than that for the college (e.g., the group underperformed when compared to the college population by at least one percentage point). Data custodians are encouraged to assess whether these changes are the product of data validity issues or other unrelated factors (e.g., a statistical artifact due to a small cell size with a large percentage change). “Trend” symbols are not included when there are issues with the data (for example, a significant number of sections missing positive attendance).

Excluding data for *categorical programs*, *special populations* and *student success* (3SP) statistics, headcounts only include students who were enrolled by census date or have attended at least one class with positive attendance, as applicable. Some tables, as noted, use an alternative headcount method to calculate headcounts (e.g., at least one course enrollment by census date or applicable to apportionment, independently of positive attendance).

Course/section data include only classes with at least one student enrolled by census date and no data error by the time of submission (i.e., not rejected by the MIS system).

Table A.1

Number of Student Missing Data for Race/Ethnicity or CCC Student ID by Residency Status and Academic Period

Student Residency	Race/Ethnic	CCC Student ID Status	Winter 2024		Winter 2025	
			Count	Percent	Count	Percent
De Anza						
International	Not reported	Not reported	760	63.4%	1,021	74.0%
	Reported	Not reported	69	5.8%	6	0.4%
	Not reported	Reported	8	0.7%	9	0.7%
	Reported	Reported	362	30.2%	343	24.9%
	Total		1,199	100.0%	1,379	100.0%
Out-of-state	Not reported	Not reported	8	1.5%	27	4.1%
	Not reported	Reported	9	1.6%	11	1.7%
	Reported	Reported	534	96.9%	627	94.3%
	Total		551	100.0%	665	100.0%
Resident	Not reported	Not reported	18	0.1%	61	0.4%
	Reported	Not reported	197	1.3%	218	1.5%
	Not reported	Reported	132	0.9%	140	1.0%
	Reported	Reported	14,302	97.6%	13,933	97.1%
	Total		14,649	100.0%	14,352	100.0%
Foothill						
International	Not reported	Not reported	213	48.2%	235	52.5%
	Reported	Not reported	22	5.0%	3	0.7%
	Reported	Reported	202	45.7%	204	45.5%
	Not reported	Reported	5	1.1%	6	1.3%
	Total		442	100.0%	448	100.0%
Out-of-state	Reported	Not reported	1	0.2%	2	0.4%
	Not reported	Not reported	2	0.4%	6	1.1%
	Not reported	Reported	11	2.3%	20	3.5%
	Reported	Reported	457	97.0%	540	95.1%
	Total		471	100.0%	568	100.0%
Resident	Not reported	Not reported	170	1.3%	142	1.1%
	Reported	Not reported	332	2.6%	300	2.3%
	Not reported	Reported	192	1.5%	220	1.7%
	Reported	Reported	12,088	94.6%	12,619	95.0%
	Total		12,782	100.0%	13,281	100.0%

Figure A.4

Percentage of Students Missing Data for Race/Ethnicity and CCC ID by Residency Status

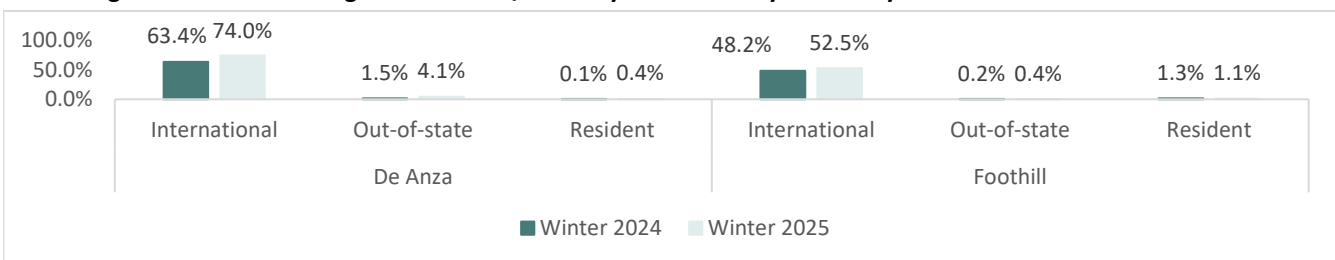


Table A.2

Number of Student Missing Data for Race/Ethnicity or CCC Student ID by Credit Status and Academic Period

Student Credit Status	Race/Ethnic	CCC Student ID Status	Winter 2024		Winter 2025	
			Count	Percent	Count	Percent
De Anza						
Credit	Not reported	Not reported	784	4.9%	1,108	7.0%
	Reported	Not reported	266	1.7%	224	1.4%
	Not reported	Reported	129	0.8%	147	0.9%
	Reported	Reported	14,679	92.6%	14,326	90.6%
	Total		15,858	100.0%	15,805	100.0%
Noncredit	Not reported	Not reported	2	0.4%	1	0.2%
	Not reported	Reported	20	3.7%	13	2.2%
	Reported	Reported	519	95.9%	577	97.6%
	Total		541	100.0%	591	100.0%
Foothill						
Credit	Not reported	Not reported	251	1.9%	242	1.8%
	Reported	Not reported	34	0.3%	7	0.1%
	Reported	Reported	12,538	96.3%	13,005	96.4%
	Not reported	Reported	201	1.5%	241	1.8%
	Total		13,024	100.0%	13,495	100.0%
Noncredit	Not reported	Not reported	134	20.0%	141	17.6%
	Reported	Not reported	321	47.8%	298	37.2%
	Reported	Reported	209	31.1%	358	44.6%
	Not reported	Reported	7	1.0%	5	0.6%
	Total		671	100.0%	802	100.0%

Notes

Data includes students registered by census date, independently of positive attendance hours.

Credit students are those who registered in at least one credit course; noncredit, registered in only noncredit courses.

Figure A.3

Percentage of Students with Race/Ethnicity and CCC ID Not Reported by Credit Status

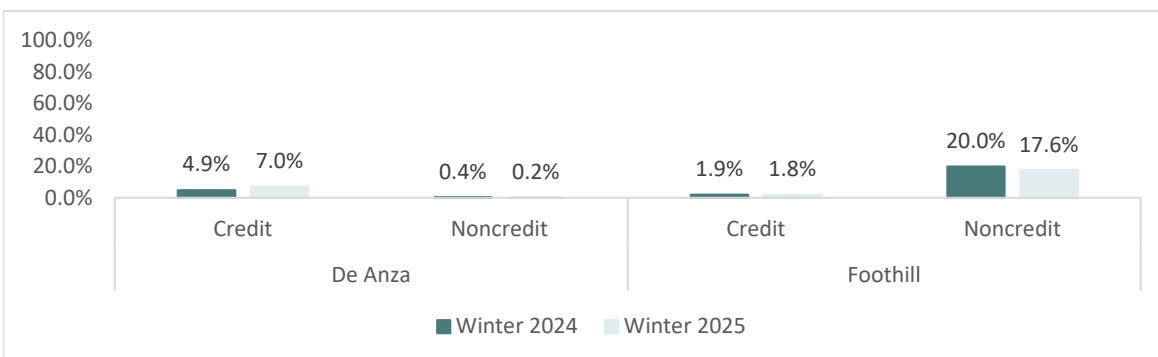


Table A.3

Winter 2025, MIS SX Enrollment: Sections with Report Delayed (RD) Grades

Apprenticeship	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Foothill							
Apprenticeship	CTE	APSM117.	C-32676	28-Feb-25	5	5	100%
Apprenticeship	CTE	APSM121.	C-32622	6-Mar-25	7	7	100%
Apprenticeship	CTE	APSM126.	C-32625	12-Mar-25	11	11	100%
Apprenticeship	CTE	APSM104.	C-32685	14-Mar-25	8	8	100%
Apprenticeship	CTE	APSM105.	C-32687	21-Mar-25	17	17	100%
Apprenticeship	CTE	APSM113.	C-32695	21-Mar-25	6	6	100%
Apprenticeship	CTE	APSM153B	C-32713	21-Mar-25	11	11	100%
Apprenticeship	CTE	APSM106.	C-32688	28-Mar-25	17	17	100%
Apprenticeship	CTE	APSM114.	C-32696	28-Mar-25	6	6	100%
Apprenticeship	CTE	APSM105.	C-32686	4-Apr-25	11	11	100%
Apprenticeship	CTE	APSM157A	C-32716	4-Apr-25	1	1	100%
Apprenticeship	CTE	APPT127.	C-32497	14-Apr-25	6	6	100%
Apprenticeship	CTE	APSM180C	C-32727	1-May-25	7	7	100%
Apprenticeship	CTE	APEL121A	C-32186	9-May-25	9	9	100%
Apprenticeship	CTE	APEL128.	C-32591	13-May-25	13	13	100%
Apprenticeship	CTE	APEL128.	C-32638	13-May-25	12	12	100%
Apprenticeship	CTE	APEL121.	C-32491	14-May-25	15	15	100%
Apprenticeship	CTE	APEL125.	C-32471	14-May-25	15	15	100%
Apprenticeship	CTE	APEL125.	C-32475	14-May-25	16	16	100%
Apprenticeship	CTE	APEL125.	C-32473	14-May-25	15	15	100%
Apprenticeship	CTE	APEL125.	C-32474	14-May-25	16	16	100%
Apprenticeship	CTE	APEL127.	C-32481	14-May-25	15	15	100%
Apprenticeship	CTE	APEL127.	C-32480	14-May-25	16	16	100%
Apprenticeship	CTE	APEL127.	C-32479	14-May-25	19	19	100%
Apprenticeship	CTE	APEL138.	C-32490	14-May-25	11	11	100%
Apprenticeship	CTE	APEL125.	C-32470	15-May-25	14	14	100%
Apprenticeship	CTE	APEL125.	C-32468	15-May-25	14	14	100%
Apprenticeship	CTE	APEL125.	C-32472	15-May-25	14	14	100%
Apprenticeship	CTE	APEL125.	C-32469	15-May-25	13	13	100%
Apprenticeship	CTE	APEL121.	C-32493	16-May-25	15	15	100%
Apprenticeship	CTE	APEL121A	C-32188	16-May-25	10	10	100%
Apprenticeship	CTE	APSC132.	C-32555	16-May-25	11	11	100%
Apprenticeship	CTE	APSC111.	C-32537	20-May-25	10	10	100%
Apprenticeship	CTE	APEL129.	C-32592	21-May-25	6	6	100%
Apprenticeship	CTE	APSC111.	C-32538	21-May-25	4	4	100%
Apprenticeship	CTE	APPR160A	C-32644	22-May-25	14	14	100%
Apprenticeship	CTE	APPT193.	C-32645	22-May-25	13	13	100%
Apprenticeship	CTE	APEL121.	C-32492	5-Jun-25	17	17	100%
Apprenticeship	CTE	APEL122A	C-32189	13-Jun-25	10	10	100%
Apprenticeship	CTE	APEL122A	C-32190	20-Jun-25	11	11	100%
Apprenticeship	CTE	APPT136.	C-32443	24-Jun-25	12	12	100%

Table A.3

Winter 2025, MIS SX Enrollment: Sections with Report Delayed (RD) Grades

Apprenticeship	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Apprenticeship	CTE	APPT138.	C-32447	24-Jun-25	17	17	100%
Apprenticeship	CTE	APPT138.	C-32444	24-Jun-25	15	15	100%
Apprenticeship	CTE	APPT145.	C-32449	24-Jun-25	8	8	100%
Apprenticeship	CTE	APPT146.	C-32450	24-Jun-25	14	14	100%
Apprenticeship	CTE	APPT148.	C-32453	24-Jun-25	12	12	100%
Apprenticeship	CTE	APPT159.	C-32463	24-Jun-25	12	12	100%
Apprenticeship	CTE	APPT151.	C-32455	25-Jun-25	11	11	100%
Apprenticeship	CTE	APPT152.	C-32456	25-Jun-25	13	13	100%
Apprenticeship	CTE	APPT153.	C-32458	25-Jun-25	15	15	100%
Apprenticeship	CTE	APPT154.	C-32457	25-Jun-25	14	14	100%
Apprenticeship	CTE	APPT155.	C-32459	25-Jun-25	12	12	100%
Apprenticeship	CTE	APPT156.	C-32460	25-Jun-25	8	8	100%
Apprenticeship	CTE	APPT157.	C-32461	25-Jun-25	13	13	100%
Apprenticeship	CTE	APPT158.	C-32462	25-Jun-25	9	9	100%
Apprenticeship	CTE	APPT159.	C-32464	25-Jun-25	8	8	100%
Not Appr	CTE	ITRN050.	C-31257	28-Mar-25	1	1	100%
Not Appr	CTE	LINC063.	C-32117	25-Apr-25	96	96	100%
Not Appr	CTE	LINC066C	C-32152	25-Apr-25	164	164	100%
Not Appr	CTE	LINC077.	C-32153	25-Apr-25	164	164	100%
Not Appr	CTE	LINC090C	C-32118	25-Apr-25	260	260	100%
Not Appr	CTE	KINS016C	C-32235	9-May-25	12	12	100%
Not Appr	CTE	KINS016C	C-32234	9-May-25	31	31	100%
Not Appr	CTE	GID 033.	C-32256	5-Jun-25	6	6	100%
Not Appr	CTE	GID 033.	C-32252	5-Jun-25	44	44	100%
Not Appr	CTE	GID 035.	C-32258	5-Jun-25	24	24	100%
Not Appr	CTE	GID 057.	C-32257	5-Jun-25	34	34	100%
Not Appr	CTE	GID 060.	C-32246	5-Jun-25	19	19	100%
Not Appr	CTE	JRNLO22A	C-32415	5-Jun-25	19	19	100%
Not Appr	CTE	KINS016C	C-32182	5-Jun-25	22	22	100%
Not Appr	CTE	KINS016C	C-32175	5-Jun-25	33	33	100%
Not Appr	CTE	KINS016C	C-32174	5-Jun-25	35	35	100%
Not Appr	CTE	KINS016C	C-32176	5-Jun-25	28	28	100%
Not Appr	CTE	MTEC052A	C-32215	5-Jun-25	8	8	100%
Not Appr	CTE	THTR045B	C-32361	5-Jun-25	16	16	100%
Not Appr	CTE	THTR045B	C-32363	5-Jun-25	3	3	100%
Not Appr	CTE	THTR045D	C-32362	5-Jun-25	9	9	100%
Not Appr	CTE	THTR045D	C-32364	5-Jun-25	3	3	100%
Not Appr	CTE	GID 034.	C-32263	6-Jun-25	27	27	100%
Not Appr	CTE	GID 034.	C-32260	6-Jun-25	27	27	100%
Not Appr	CTE	GID 060.	C-32251	6-Jun-25	16	16	100%
Not Appr	CTE	KINS016C	C-32166	6-Jun-25	20	20	100%
Not Appr	CTE	KINS016C	C-32165	6-Jun-25	31	31	100%

Table A.3**Winter 2025, MIS SX Enrollment: Sections with Report Delayed (RD) Grades**

Apprenticeship	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Not Appr	CTE	PHOT004B	C-32275	6-Jun-25	15	15	100%
Not Appr	Not CTE	BIOL040B	C-32395	5-Jun-25	21	21	100%
Not Appr	Not CTE	BIOL040B	C-32394	5-Jun-25	25	25	100%
Not Appr	Not CTE	ENGL001B	C-32200	5-Jun-25	21	21	100%
Not Appr	Not CTE	ENGL001B	C-32201	5-Jun-25	13	13	100%
Not Appr	Not CTE	MATH017.	C-32389	5-Jun-25	24	24	100%
Not Appr	Not CTE	MATH017.	C-32391	5-Jun-25	13	13	100%
Not Appr	Not CTE	PSYC030.	C-32077	5-Jun-25	23	23	100%
Not Appr	Not CTE	SPAN001.	C-32406	5-Jun-25	23	23	100%
Not Appr	Not CTE	SPAN002.	C-32407	5-Jun-25	36	36	100%
Not Appr	Not CTE	SPAN004.	C-32409	5-Jun-25	27	27	100%
Not Appr	Not CTE	ART 015A	C-32615	6-Jun-25	7	7	100%
Not Appr	Not CTE	ART 015A	C-32617	6-Jun-25	11	11	100%

Notes

RD: Report delayed or missing grade by the time of the latest submission to the CCCCCO.

CTE courses/sections are those with a SAM code equal to A, B, or C; or a vocational TOP code.

Table A.4

Winter 2025, MIS SX Enrollment: Sections with Missing Positive Attendance Hours

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
De Anza					
Not Appr	CTE	AUTO360.	C-35995	28-Mar-25	1
Foothill					
Apprenticeship	CTE	APSM117.	C-32676	28-Feb-25	5
Apprenticeship	CTE	APSM121.	C-32622	6-Mar-25	7
Apprenticeship	CTE	APSM126.	C-32625	12-Mar-25	11
Apprenticeship	CTE	APSM104.	C-32685	14-Mar-25	8
Apprenticeship	CTE	APSM105.	C-32687	21-Mar-25	17
Apprenticeship	CTE	APSM113.	C-32695	21-Mar-25	6
Apprenticeship	CTE	APSM153B	C-32713	21-Mar-25	11
Apprenticeship	CTE	APSM106.	C-32688	28-Mar-25	17
Apprenticeship	CTE	APSM114.	C-32696	28-Mar-25	6
Apprenticeship	CTE	APSM105.	C-32686	4-Apr-25	11
Apprenticeship	CTE	APSM157A	C-32716	4-Apr-25	1
Apprenticeship	CTE	APPT127.	C-32497	14-Apr-25	6
Apprenticeship	CTE	APSM127.	C-32708	1-May-25	-
Apprenticeship	CTE	APSM180C	C-32727	1-May-25	7
Apprenticeship	CTE	APEL121A	C-32186	9-May-25	9
Apprenticeship	CTE	APEL128.	C-32638	13-May-25	12
Apprenticeship	CTE	APEL128.	C-32591	13-May-25	13
Apprenticeship	CTE	APEL121.	C-32491	14-May-25	15
Apprenticeship	CTE	APEL125.	C-32473	14-May-25	15
Apprenticeship	CTE	APEL125.	C-32474	14-May-25	16
Apprenticeship	CTE	APEL125.	C-32471	14-May-25	15
Apprenticeship	CTE	APEL125.	C-32475	14-May-25	16
Apprenticeship	CTE	APEL127.	C-32479	14-May-25	19
Apprenticeship	CTE	APEL127.	C-32480	14-May-25	16
Apprenticeship	CTE	APEL127.	C-32481	14-May-25	15
Apprenticeship	CTE	APEL138.	C-32490	14-May-25	11
Apprenticeship	CTE	APEL125.	C-32469	15-May-25	13
Apprenticeship	CTE	APEL125.	C-32472	15-May-25	14
Apprenticeship	CTE	APEL125.	C-32470	15-May-25	14
Apprenticeship	CTE	APEL125.	C-32468	15-May-25	14
Apprenticeship	CTE	APEL121.	C-32493	16-May-25	15
Apprenticeship	CTE	APEL121A	C-32188	16-May-25	10
Apprenticeship	CTE	APSC132.	C-32555	16-May-25	11
Apprenticeship	CTE	APSC111.	C-32537	20-May-25	10
Apprenticeship	CTE	APEL129.	C-32592	21-May-25	6
Apprenticeship	CTE	APSC111.	C-32538	21-May-25	4
Apprenticeship	CTE	APPR160A	C-32644	22-May-25	14
Apprenticeship	CTE	APPT193.	C-32645	22-May-25	13
Apprenticeship	CTE	APEL121.	C-32492	5-Jun-25	17

Table A.4**Winter 2025, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Apprenticeship	CTE	APEL122A	C-32189	13-Jun-25	10
Apprenticeship	CTE	APEL122A	C-32190	20-Jun-25	11
Apprenticeship	CTE	APPT136.	C-32443	24-Jun-25	12
Apprenticeship	CTE	APPT138.	C-32444	24-Jun-25	15
Apprenticeship	CTE	APPT138.	C-32447	24-Jun-25	17
Apprenticeship	CTE	APPT145.	C-32449	24-Jun-25	8
Apprenticeship	CTE	APPT146.	C-32450	24-Jun-25	14
Apprenticeship	CTE	APPT148.	C-32453	24-Jun-25	12
Apprenticeship	CTE	APPT159.	C-32463	24-Jun-25	12
Apprenticeship	CTE	APPT151.	C-32455	25-Jun-25	11
Apprenticeship	CTE	APPT152.	C-32456	25-Jun-25	13
Apprenticeship	CTE	APPT153.	C-32458	25-Jun-25	15
Apprenticeship	CTE	APPT154.	C-32457	25-Jun-25	14
Apprenticeship	CTE	APPT155.	C-32459	25-Jun-25	12
Apprenticeship	CTE	APPT156.	C-32460	25-Jun-25	8
Apprenticeship	CTE	APPT157.	C-32461	25-Jun-25	13
Apprenticeship	CTE	APPT158.	C-32462	25-Jun-25	9
Apprenticeship	CTE	APPT159.	C-32464	25-Jun-25	8
Not Appr	CTE	PHOT405.	C-31537	28-Mar-25	3
Not Appr	CTE	PHOT405.	C-31538	28-Mar-25	5
Not Appr	CTE	PHOT472.	C-31534	28-Mar-25	14
Not Appr	CTE	KINS016C	C-32234	9-May-25	31
Not Appr	CTE	KINS016C	C-32235	9-May-25	12
Not Appr	CTE	C S 001A	C-32396	29-May-25	2
Not Appr	CTE	GID 033.	C-32252	5-Jun-25	44
Not Appr	CTE	GID 033.	C-32256	5-Jun-25	6
Not Appr	CTE	GID 033.	C-32254	5-Jun-25	37
Not Appr	CTE	GID 035.	C-32563	5-Jun-25	27
Not Appr	CTE	GID 035.	C-32258	5-Jun-25	24
Not Appr	CTE	GID 057.	C-32257	5-Jun-25	34
Not Appr	CTE	GID 060.	C-32246	5-Jun-25	19
Not Appr	CTE	GID 067.	C-32558	5-Jun-25	17
Not Appr	CTE	GID 067.	C-32557	5-Jun-25	25
Not Appr	CTE	JRNL022A	C-32415	5-Jun-25	19
Not Appr	CTE	KINS016C	C-32174	5-Jun-25	35
Not Appr	CTE	KINS016C	C-32175	5-Jun-25	33
Not Appr	CTE	KINS016C	C-32176	5-Jun-25	28
Not Appr	CTE	MTEC050A	C-32212	5-Jun-25	67
Not Appr	CTE	MTEC051A	C-32213	5-Jun-25	21
Not Appr	CTE	MTEC052A	C-32215	5-Jun-25	8
Not Appr	CTE	THTR045B	C-32361	5-Jun-25	16
Not Appr	CTE	THTR045B	C-32363	5-Jun-25	3
Not Appr	CTE	THTR045D	C-32364	5-Jun-25	3

Table A.4**Winter 2025, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Not Appr	CTE	THTR045D	C-32362	5-Jun-25	9
Not Appr	CTE	GID 034.	C-32263	6-Jun-25	27
Not Appr	CTE	GID 034.	C-32260	6-Jun-25	27
Not Appr	CTE	GID 060.	C-32251	6-Jun-25	16
Not Appr	CTE	HLTH021.	C-32520	6-Jun-25	26
Not Appr	CTE	KINS016C	C-32166	6-Jun-25	20
Not Appr	CTE	KINS016C	C-32165	6-Jun-25	31
Not Appr	CTE	PHOT004B	C-32275	6-Jun-25	15
Not Appr	Not CTE	MATH001D	C-32386	21-Mar-25	38
Not Appr	Not CTE	MATH001D	C-32367	21-Mar-25	38
Not Appr	Not CTE	ECON001A	C-32078	28-Mar-25	19
Not Appr	Not CTE	ECON001A	C-32079	28-Mar-25	19
Not Appr	Not CTE	BIOL040B	C-32395	5-Jun-25	21
Not Appr	Not CTE	BIOL040B	C-32394	5-Jun-25	25
Not Appr	Not CTE	ENGL001B	C-32405	5-Jun-25	59
Not Appr	Not CTE	ENGL001B	C-32201	5-Jun-25	13
Not Appr	Not CTE	ENGL001B	C-32200	5-Jun-25	21
Not Appr	Not CTE	MATH017.	C-32390	5-Jun-25	16
Not Appr	Not CTE	MATH017.	C-32391	5-Jun-25	13
Not Appr	Not CTE	MATH017.	C-32389	5-Jun-25	24
Not Appr	Not CTE	PSYC030.	C-32077	5-Jun-25	23
Not Appr	Not CTE	SPAN001.	C-32406	5-Jun-25	23
Not Appr	Not CTE	SPAN002.	C-32407	5-Jun-25	36
Not Appr	Not CTE	SPAN003.	C-32408	5-Jun-25	12
Not Appr	Not CTE	SPAN004.	C-32409	5-Jun-25	27
Not Appr	Not CTE	ART 015A	C-32615	6-Jun-25	7
Not Appr	Not CTE	ART 015A	C-32617	6-Jun-25	11
Not Appr	Not CTE	NCEL411.	C-32533	13-Jun-25	41

Notes

Data only includes sections missing 100% positive attendance.

CTE courses/sections are those with a SAM code equal to A, B, or C; or a vocational TOP code.

Table A.5

Student Headcount by Census Date, Independently of Positive Attendance, by Enrollment Status and Term

	Winter 2024		Winter 2025		Change	
	Count	Percent	Count	Percent	Count	Percent
Enrollment Status	De Anza					
First-Time	637	3.9%	465	2.8%	(172)	-27.0%
First-Time Transfer	2,017	12.3%	1,632	10.0%	(385)	-19.1%
Returning	1,557	9.5%	1,669	10.2%	112	7.2%
Continuing	11,338	69.1%	11,650	71.1%	312	2.8%
Unknown	2	0.0%	-	0.0%	(2)	-
Special Admit	848	5.2%	980	6.0%	132	15.6%
Total Headcount	16,399	100.0%	16,396	100.0%	(3)	0.0%
	Foothill					
First-Time	546	4.0%	608	4.3%	62	11.4%
First-Time Transfer	2,007	14.7%	2,033	14.2%	26	1.3%
Returning	1,340	9.8%	1,560	10.9%	220	16.4%
Continuing	7,652	55.9%	7,795	54.5%	143	1.9%
Unknown	27	0.2%	-	0.0%	(27)	-100.0%
Special Admit	2,123	15.5%	2,301	16.1%	178	8.4%
Total Headcount	13,695	100.0%	14,297	100.0%	602	4.4%

Table A.6

MIS Data Mart: Student Headcount by Enrollment Status and Academic Period

	Winter 2024		Winter 2025		Change	
	Count	Percent	Count	Percent	Count	Percent
Enrollment Status	De Anza					
First-Time	602	3.7%	465	2.8%	(137)	-22.8%
First-Time Transfer	1,827	11.4%	1,632	10.0%	(195)	-10.7%
Returning	1,474	9.2%	1,669	10.2%	195	13.2%
Continuing	11,309	70.4%	11,650	71.1%	341	3.0%
Not reported	1	0.0%	-	0.0%	(1)	-
Special Admit	848	5.3%	978	6.0%	130	15.3%
Total Headcount	16,061	100.0%	16,394	100.0%	333	2.1%
	Foothill					
First-Time	546	4.0%	578	4.6%	32	5.9%
First-Time Transfer	2,003	14.6%	1,959	15.5%	(44)	-2.2%
Returning	1,339	9.8%	1,382	11.0%	43	3.2%
Continuing	7,648	55.9%	7,423	58.9%	(225)	-2.9%
Not reported	27	0.2%	-	0.0%	(27)	-100.0%
Special Admit	2,111	15.4%	1,270	10.1%	(841)	-39.8%
Total Headcount	13,674	100.0%	12,612	100.0%	-1,062	-7.8%

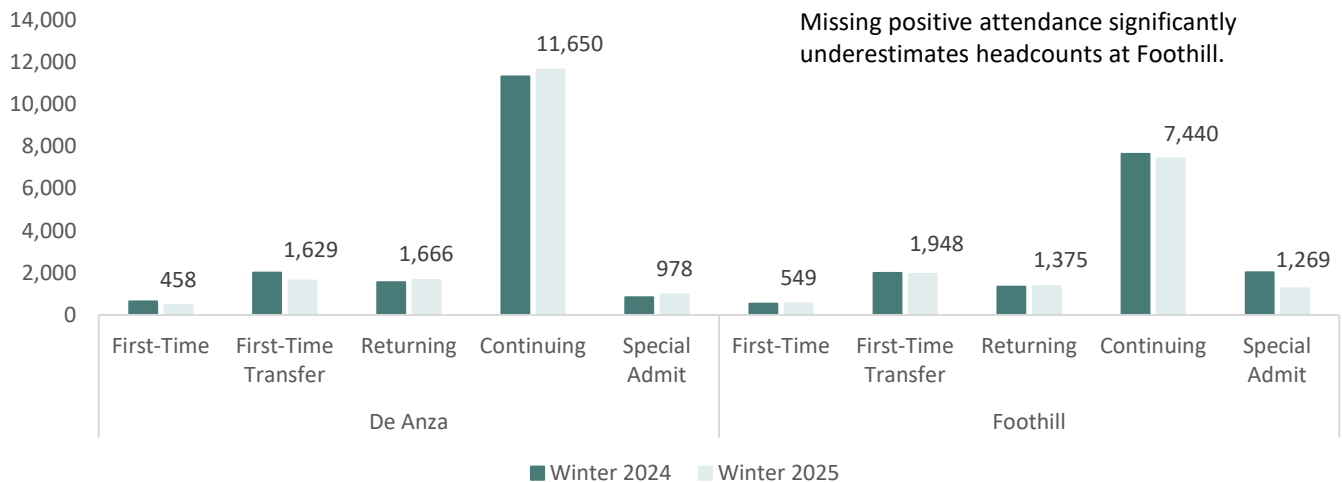
Notes

MIS data mart procedures include only students with headcount status STD7 of A,B,C,E,F,G or H.

Table SB.1 Student Headcount by College, Enrollment Status (SB15) and Academic Period

	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Enrollment Status							
De Anza							
First-Time	637	3.9%	458	2.8%	(179)	-28.1%	↓
First-Time Transfer	2,017	12.3%	1,629	9.9%	(388)	-19.2%	↓
Returning	1,557	9.5%	1,666	10.2%	109	7.0%	↑
Continuing	11,337	69.1%	11,650	71.1%	313	2.8%	↑
Unknown	2	0.0%	-	0.0%	(2)	-	
Special Admit	848	5.2%	978	6.0%	130	15.3%	↑
Total Headcount	16,398	100.0%	16,381	100.0%	(17)	-0.1%	
Foothill							
First-Time	538	4.0%	549	4.4%	11	2.0%	
First-Time Transfer	1,998	14.7%	1,948	15.5%	(50)	-2.5%	
Returning	1,337	9.8%	1,375	10.9%	38	2.8%	
Continuing	7,647	56.3%	7,440	59.1%	(207)	-2.7%	
Unknown	27	0.2%	-	0.0%	(27)	-100.0%	
Special Admit	2,029	14.9%	1,269	10.1%	(760)	-37.5%	
Total Headcount	13,576	100.0%	12,581	100.0%	(995)	-7.3%	

Figure SB.1 Student Headcount by College, Enrollment Status (SB15) and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

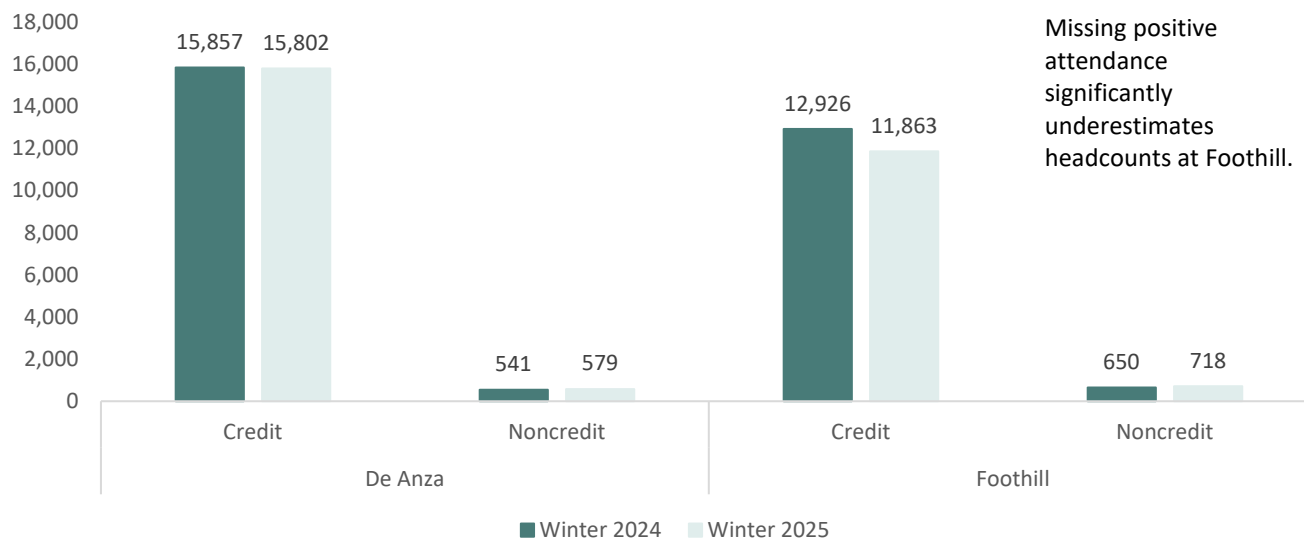
“Unknown” are students with no enough data to determine if they were first-time or first-time transfer (mainly older noncredit students with no evidence of prior higher education).

Trend: Compares the statistic for the group with that for the college. Because of a significant number of enrollment records with missing positive attendance, trend data for Foothill is not provided at this time.

Table SB.2 Student Headcount by College, Credit Status Group and Academic Period

	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Credit Status Group							
De Anza							
Credit	15,857	96.7%	15,802	96.5%	(55)	-0.3%	
Noncredit	541	3.3%	579	3.5%	38	7.0%	↑
Total Headcount	16,398	100.0%	16,381	100.0%	(17)	-0.1%	
Foothill							
Credit	12,926	95.2%	11,863	94.3%	(1,063)	-8.2%	
Noncredit	650	4.8%	718	5.7%	68	10.5%	
Total Headcount	13,576	100.0%	12,581	100.0%	(995)	-7.3%	

Figure SB.2 Student Headcount by College, Credit Status Group and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

Credit: Students registered in at least one credit course.

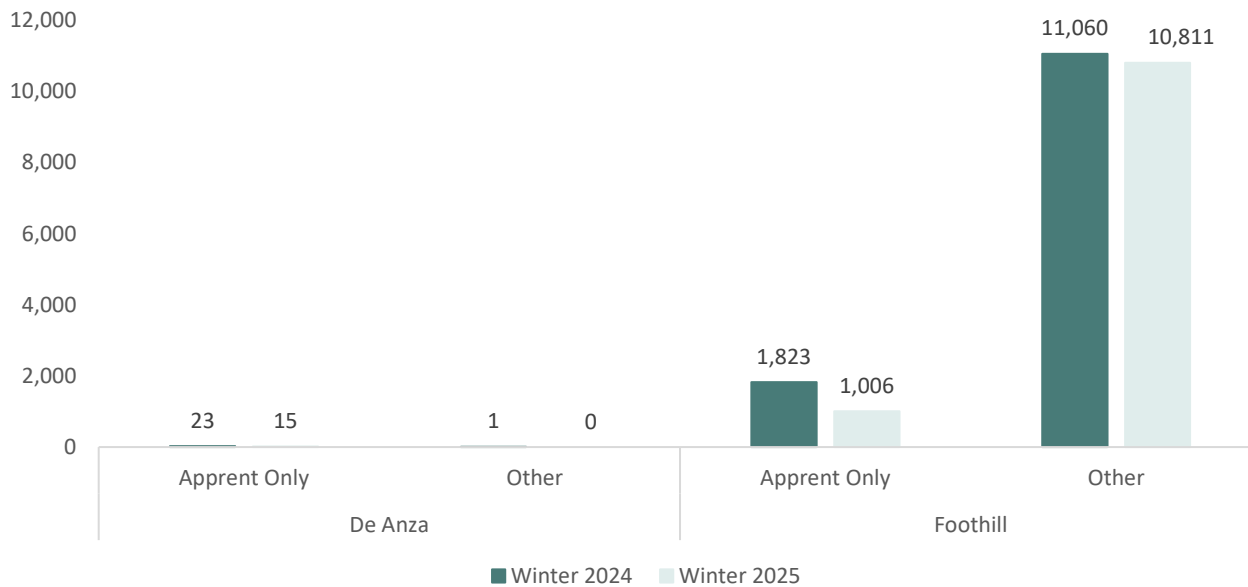
Noncredit: Students registered in only noncredit course(s).

Trend: Compares the statistic for the group with that for the college.

Table SB.3 Credit Student Headcount by College, Apprenticeship Status and Academic Period

	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Apprenticeship St	De Anza						
Apprent Only	23	0.1%	15	0.1%	(8)	-34.8%	↓
Apprent/Other	1	0.0%	-	0.0%	(1)	-	
Other	15,833	99.8%	15,787	99.9%	(46)	-0.3%	
Total Credit Headcount	15,857	100.0%	15,802	100.0%	(55)	-0.3%	
	Foothill						
Apprent Only	1,823	14.1%	1,006	8.5%	(817)	-44.8%	
Apprent/Other	43	0.3%	46	0.4%	3	-	
Other	11,060	85.6%	10,811	91.1%	(249)	-2.3%	
Total Credit Headcount	12,926	100.0%	11,863	100.0%	(1,063)	-8.2%	

Figure SB.3 Credit Student Headcount by College, Apprenticeship Status and Academic Period



Notes

Data for students enrolled in at least one census credit course by census date or who attended at least one meeting of a positive attendance credit course during the term.

Apprent Only: Students registered in only apprenticeship courses.

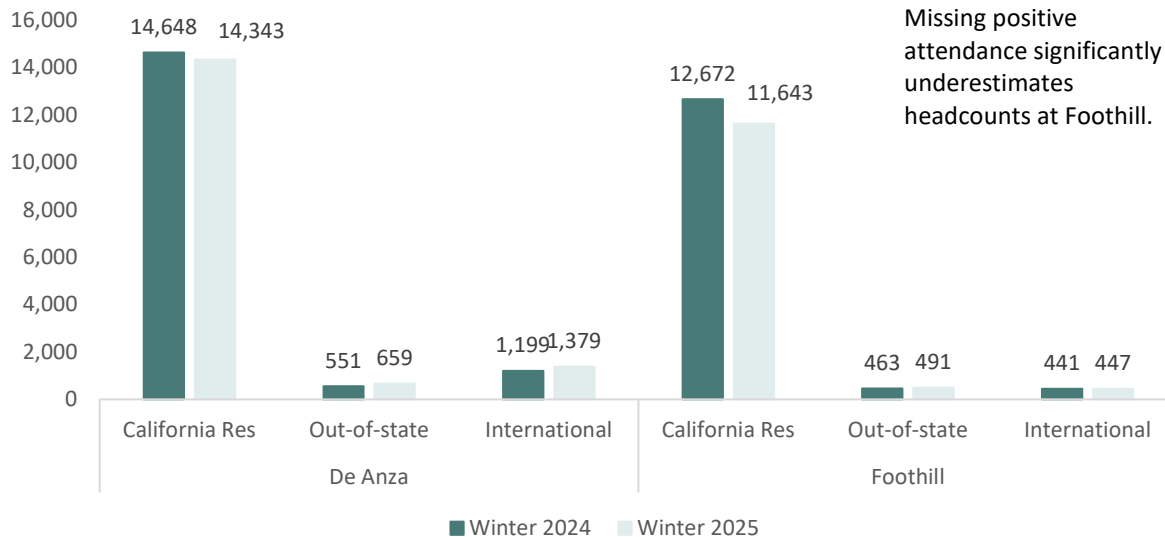
Other: Students not registered in any apprenticeship course.

Trend: Compares the statistic for the group with that for the college.

Table SB.4 Student Headcount by College, Residency Status and Academic Period

	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Residency Status	De Anza						
California Res	14,648	89.3%	14,343	87.6%	(305)	-2.1%	↓
Out-of-state	551	3.4%	659	4.0%	108	19.6%	↑
International	1,199	7.3%	1,379	8.4%	180	15.0%	↑
Total Headcount	16,398	100.0%	16,381	100.0%	(17)	-0.1%	
Foothill							
California Res	12,672	93.3%	11,643	92.5%	(1,029)	-8.1%	
Out-of-state	463	3.4%	491	3.9%	28	6.0%	
International	441	3.2%	447	3.6%	6	1.4%	
Total Headcount	13,576	100.0%	12,581	100.0%	(995)	-7.3%	

Figure SB.4 Student Headcount by College, Residency Status and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

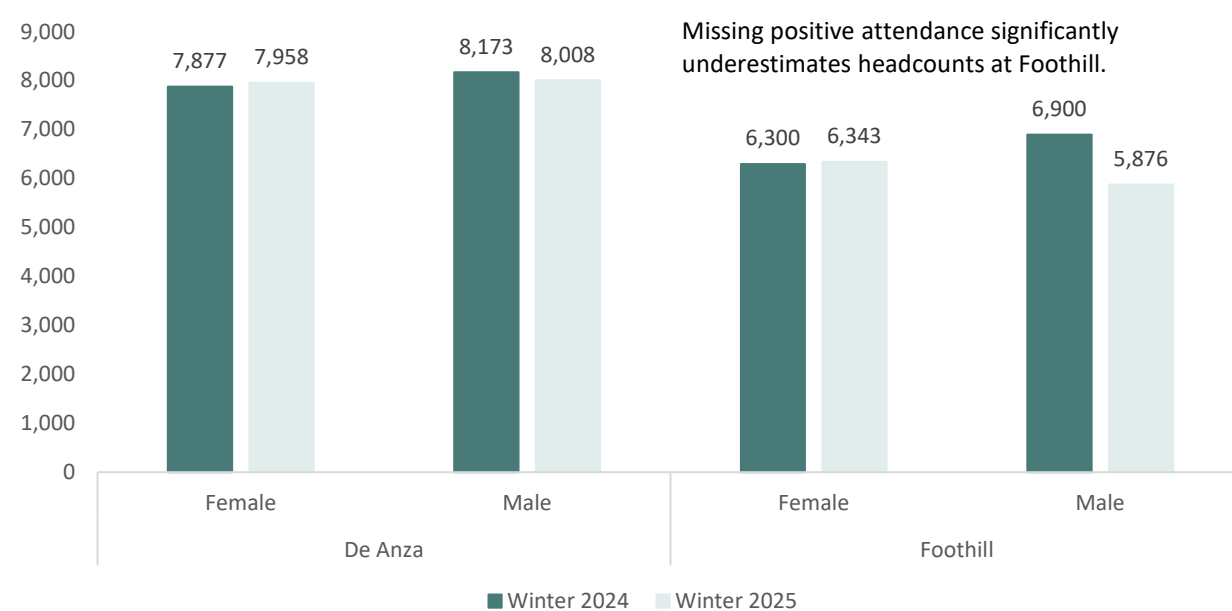
California residency refers to residency used for enrollment fee purposes.

Trend: Compares the statistic for the group with that for the college.

Table SB.5 Student Headcount by College, Gender and Academic Period

	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Female	7,877	48.0%	7,958	48.6%	81	1.0%	
Male	8,173	49.8%	8,008	48.9%	(165)	-2.0%	↓
Non-binary	151	0.9%	197	1.2%	46	30.5%	↑
Unknown	197	1.2%	218	1.3%	21	10.7%	↑
Z-Total Headcount	16,398	100.0%	16,381	100.0%	(17)	-0.1%	
Foothill							
Female	6,300	46.4%	6,343	50.4%	43	0.7%	
Male	6,900	50.8%	5,876	46.7%	(1,024)	-14.8%	
Non-binary	133	1.0%	157	1.2%	24	18.0%	
Unknown	243	1.8%	205	1.6%	(38)	-15.6%	
Z-Total Headcount	13,576	100.0%	12,581	100.0%	(995)	-7.3%	

Figure SB.5 Student Headcount by College, Gender and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

Trend: Compares the statistic for the group with that for the college.

Table SB.6 Student Headcount by College, Race/Ethnic Group and Academic Period

Race/Ethnic Group	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
American Indian/Alaska Native	21	0.1%	28	0.2%	7	33.3%	↑
Asian	5,867	35.8%	6,045	36.9%	178	3.0%	↑
Black/African American	429	2.6%	415	2.5%	(14)	-3.3%	↓
Filipino	718	4.4%	772	4.7%	54	7.5%	↑
Hispanic	4,068	24.8%	4,061	24.8%	(7)	-0.2%	
Pacific Islander	63	0.4%	65	0.4%	2	3.2%	↑
White	3,354	20.5%	2,815	17.2%	(539)	-16.1%	↓
Multiple Races	943	5.8%	911	5.6%	(32)	-3.4%	↓
Not Reported	935	5.7%	1,269	7.7%	334	35.7%	↑
Total Headcount	16,398	100.0%	16,381	100.0%	(17)	-0.1%	
Foothill							
American Indian/Alaska Native	22	3.7%	20	3.4%	(2)	-9.1%	
Asian	3,100	526.3%	3,202	547.4%	102	3.3%	
Black/African American	407	69.1%	395	67.5%	(12)	-2.9%	
Filipino	385	65.4%	423	72.3%	38	9.9%	
Hispanic	4,326	734.5%	3,980	680.3%	(346)	-8.0%	
Pacific Islander	89	15.1%	89	15.2%	-	0.0%	
White	3,788	643.1%	3,121	533.5%	(667)	-17.6%	
Multiple Races	870	147.7%	766	130.9%	(104)	-12.0%	
Not Reported	589	100.0%	585	100.0%	(4)	-0.7%	
Total Headcount	13,576	2304.9%	12,581	2150.6%	(995)	-7.3%	

Figure SB.6 Student Headcount by College, Race/Ethnic Group and Academic Period

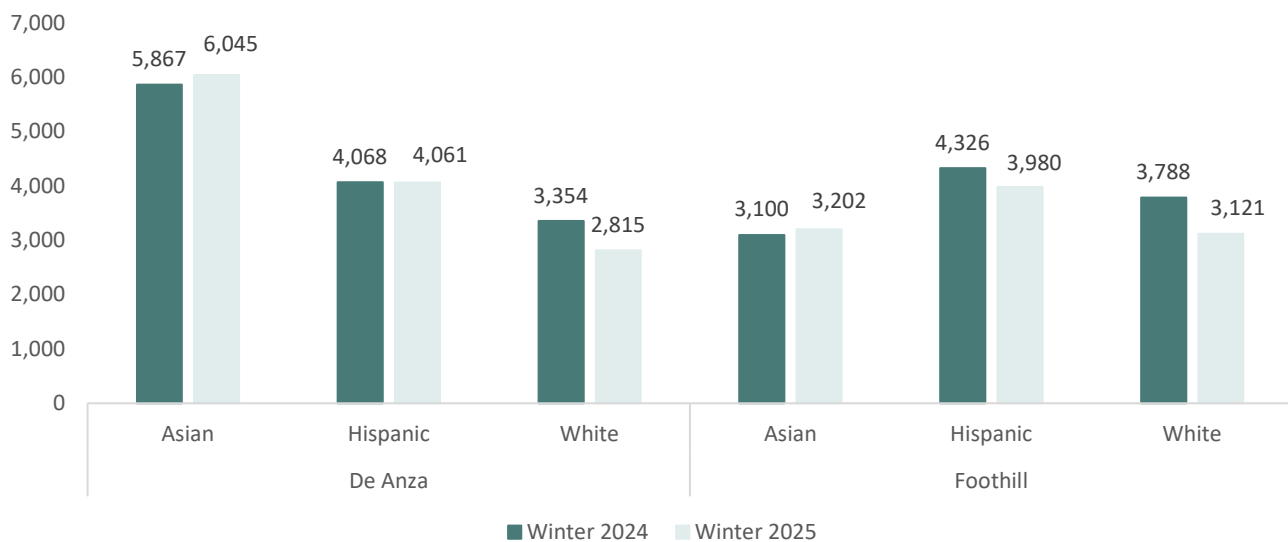
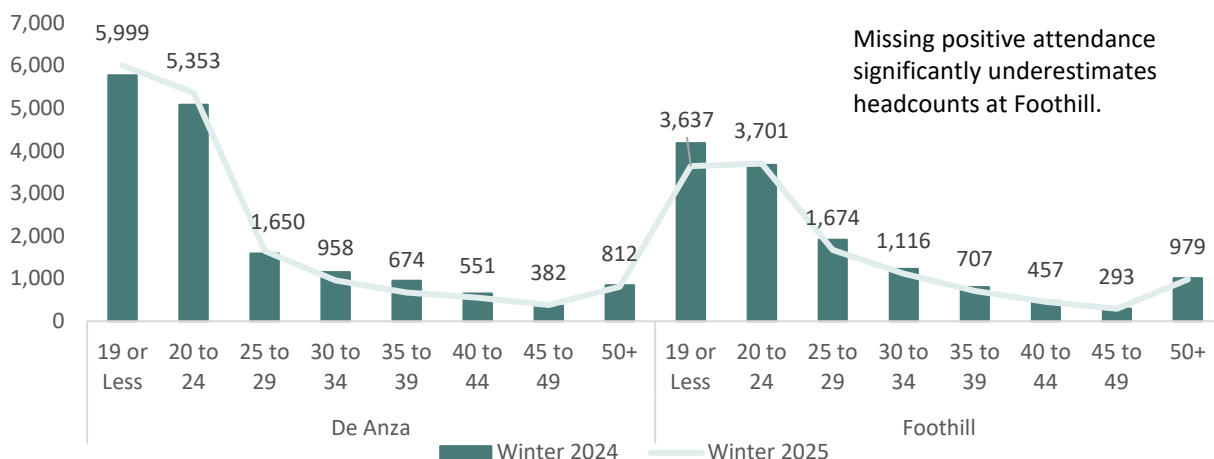


Table SB.7 Student Headcount by College, Age Group and Academic Period

Age Group	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
19 or Less	5,766	35.2%	5,999	36.6%	233	4.0%	↑
20 to 24	5,080	31.0%	5,353	32.7%	273	5.4%	↑
25 to 29	1,588	9.7%	1,650	10.1%	62	3.9%	↑
30 to 34	1,153	7.0%	958	5.8%	(195)	-16.9%	↓
35 to 39	948	5.8%	674	4.1%	(274)	-28.9%	↓
40 to 44	651	4.0%	551	3.4%	(100)	-15.4%	↓
45 to 49	363	2.2%	382	2.3%	19	5.2%	↑
50 or more	848	5.2%	812	5.0%	(36)	-4.2%	↓
Not Reported	1	0.0%	2	0.0%	1	-	
Total Headcount	16,398	100.0%	16,381	100.0%	(17)	-0.1%	
Foothill							
19 or Less	4,178	30.8%	3,637	28.9%	(541)	-12.9%	
20 to 24	3,668	27.0%	3,701	29.4%	33	0.9%	
25 to 29	1,910	14.1%	1,674	13.3%	(236)	-12.4%	
30 to 34	1,232	9.1%	1,116	8.9%	(116)	-9.4%	
35 to 39	799	5.9%	707	5.6%	(92)	-11.5%	
40 to 44	479	3.5%	457	3.6%	(22)	-4.6%	
45 to 49	298	2.2%	293	2.3%	(5)	-1.7%	
50 or more	1,008	7.4%	979	7.8%	(29)	-2.9%	
Not Reported	4	0.0%	17	0.1%	13	-	
Total Headcount	13,576	100.0%	12,581	100.0%	(995)	-7.3%	

Figure SB.7 Student Headcount by College, Age Group and Academic Period



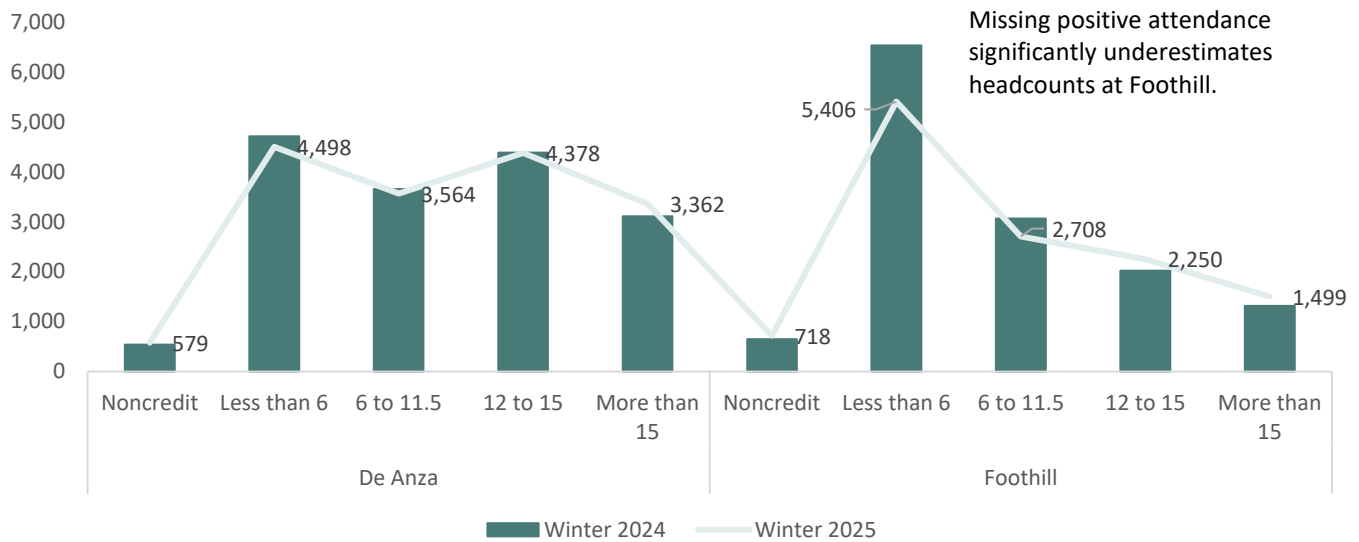
Notes

Trend: Compares the statistic for the group with that for the college.

Table SB.8 Student Headcount by College, Number of Attempted Credit Units and Academic Period

	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Attempted Credit Units							
De Anza							
Noncredit	541	3.3%	579	3.5%	38	7.0%	↑
Less than 6	4,712	28.7%	4,498	27.5%	(214)	-4.5%	↓
6 to 11.5	3,656	22.3%	3,564	21.8%	(92)	-2.5%	↓
12 to 15	4,382	26.7%	4,378	26.7%	(4)	-0.1%	
More than 15	3,107	18.9%	3,362	20.5%	255	8.2%	↑
Total Headcount	16,398	100.0%	16,381	100.0%	(17)	-0.1%	
Foothill							
Noncredit	650	4.8%	718	5.7%	68	10.5%	
Less than 6	6,530	48.1%	5,406	43.0%	(1,124)	-17.2%	
6 to 11.5	3,063	22.6%	2,708	21.5%	(355)	-11.6%	
12 to 15	2,019	14.9%	2,250	17.9%	231	11.4%	
More than 15	1,314	9.7%	1,499	11.9%	185	14.1%	
Total Headcount	13,576	100.0%	12,581	100.0%	(995)	-7.3%	

Figure SB.8 Student Headcount by College, Number of Attempted Credit Units and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

Trend: Compares the statistic for the group with that for the college.

Table SG.1 De Anza College Student Headcount by Categorical Program/Special Population Group and Academic Period

Group	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	35	0.2%	39	0.2%	4	11.4%	↑
DSPS	926	5.6%	980	6.0%	54	5.8%	↑
EOPS	404	2.5%	409	2.5%	5	1.2%	
NextUP/CAFYES	14	0.1%	23	0.1%	9	64.3%	↑
All Special Admit/HS Students	848	5.2%	980	6.0%	132	15.6%	↑
CCAP	82	0.5%	120	0.7%	38	46.3%	↑
Middle College	79	0.5%	78	0.5%	(1)	-1.3%	
Athletes	-	0.0%	316	1.9%	316		
Basic Needs Center	712	4.3%	1,019	6.2%	307	43.1%	↑
MESA	66	0.4%	110	0.7%	44	66.7%	↑
Puente	61	0.4%	76	0.5%	15	24.6%	↑
Umoja	51	0.3%	57	0.3%	6	11.8%	↑
A2MEND	17	0.1%	17	0.1%	-	0.0%	
Rising Scholars Network	-	0.0%	31	0.2%	31		
Dual Adm UC/CSU	13	0.1%	28	0.2%	15	115.4%	↑
Formerly Incarcerated	148	0.9%	163	1.0%	15	10.1%	↑
With Legal Dependents	1,156	7.0%	1,296	7.9%	140	12.1%	↑
First-Generation	4,567	27.8%	3,837	23.4%	(730)	-16.0%	↓
Foster Youth	261	1.6%	294	1.8%	33	12.6%	↑
Military: Active Duty, Reserve, N	64	0.4%	119	0.7%	55	85.9%	↑
Veteran	199	1.2%	432	2.6%	233	117.1%	↑
Apprenticeship	24	0.1%	15	0.1%	(9)	-37.5%	↓
Economically Disadvantaged	6,501	39.6%	5,653	34.5%	(848)	-13.0%	↓
Homeless	72	0.4%	75	0.5%	3	4.2%	↑
Seasonal Farm Worker	-	0.0%	56	0.3%	56		
Work Based Learner	143	0.9%	159	1.0%	16	11.2%	↑
LGBT	965	5.9%	1,001	6.1%	36	3.7%	↑

De Anza Student Headcount by Census Date and Academic Period

	Winter 2024	Winter 2025	Count Change	Percent Change
Total Headcount	16,399	16,396	(3)	0.0%

Notes

Data include credit and noncredit students who were enrolled by census date (i.e., enrollments with apportionment flag) or received services from any of the categorical programs (i.e., CalWORKs, DSPS and EOPS).

Trend: Compares the statistic for the group with that for the college.

Table SG.2 Foothill College Student Headcount by Categorical Program/Special Population Group and Academic Period

Group	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	11	0.1%	13	0.1%	2	18.2%	↑
DSPS	722	5.3%	-	0.0%	Not confirmed/Submitted		
EOPS	241	1.8%	221	1.5%	(20)	-8.3%	↓
NextUP/CAFYES	6	0.0%	19	0.1%	13	216.7%	↑
All Special Admit/HS Students	2,123	15.5%	1,321	9.2%	(802)	-37.8%	↓
CCAP	1,166	8.5%	1,217	8.5%	51	4.4%	↑
College Now	36	0.3%	33	0.2%	(3)	-8.3%	↓
Middle College	90	0.7%	140	1.0%	50	55.6%	↑
Athletes	-	0.0%	211	1.5%	211		
Basic Needs Center	823	6.0%	1,342	9.4%	519	63.1%	↑
MESA	59	0.4%	-	0.0%	Not confirmed/Submitted		
Puente	61	0.4%	75	0.5%	14	23.0%	↑
Umoja	74	0.5%	82	0.6%	8	10.8%	↑
Baccalaureate, Dental Hygiene	87	0.6%	87	0.6%	-	0.0%	
Baccalaureate, Respiratory Care	-	0.0%	32	0.2%	32		
Incarcerated	47	0.3%	-	0.0%	(47)	-100.0%	↓
Dual Adm UC/CSU	2	0.0%	3	0.0%	1	50.0%	↑
Formerly Incarcerated	77	0.6%	81	0.6%	4	5.2%	↑
With Legal Dependents	795	5.8%	1,225	8.6%	430	54.1%	↑
First-Generation	3,674	26.8%	3,012	21.1%	(662)	-18.0%	↓
Foster Youth	203	1.5%	260	1.8%	57	28.1%	↑
Military: Active Duty, Reserve, N	44	0.3%	87	0.6%	43	97.7%	↑
Veteran	224	1.6%	373	2.6%	149	66.5%	↑
Apprenticeship	1,866	13.6%	1,064	7.4%	(802)	-43.0%	↓
Economically Disadvantaged	3,273	23.9%	3,573	25.0%	300	9.2%	↑
Homeless	60	0.4%	58	0.4%	(2)	-3.3%	↓
Seasonal Farm Worker	-	0.0%	42	0.3%	42		
Work Based Learner	315	2.3%	300	2.1%	(15)	-4.8%	↓
LGBT	676	4.9%	787	5.5%	111	16.4%	↑

Foothill Student Headcount by Census Date and Academic Period

	Winter 2024	Winter 2025	Count Change	Percent Change
Total Headcount	13,695	14,297	602	4.4%

Notes

Data include credit and noncredit students who were enrolled by census date (i.e., enrollments with apportionment flag) or received services from any of the categorical programs (i.e., CalWORKS, DSPS and EOPS).

Trend: Compares the statistic for the group with that for the college.

Table SV.1 Student Headcount by College, VTEA Economically Disadvantaged Group and Academic Period

Group	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
1A-CALW/TANF Auditab	20	0.3%	30	0.4%	10	50.0%	↑
1S-CALW/TANF Self-rep	-	0.0%	2	0.0%	2	-	
2A-SSI Auditable	22	0.3%	3	0.0%	(19)	-86.4%	
2S-SSI Self-report	421	5.7%	-	0.0%	(421)	-100.0%	↓
3A-GA Auditable	-	0.0%	4	0.1%	4	-	
4A-Other Auditable	2,096	28.4%	1,778	24.3%	(318)	-15.2%	↓
4S-Other Self-report	556	7.5%	718	9.8%	162	29.1%	↑
NN-Not Econ Disadv	4,275	57.8%	4,776	65.3%	501	11.7%	↑
All CTE Econ Disadv	3,115	42.2%	2,535	34.7%	(580)	-18.6%	↓
All CTE	7,390	100.0%	7,311	100.0%	(79)	-1.1%	
Foothill							
1A-CALW/TANF Auditab	9	0.1%	9	0.1%	-	0.0%	
1S-CALW/TANF Self-rep	3	0.0%	1	0.0%	(2)	-66.7%	
2A-SSI Auditable	25	0.4%	-	0.0%	(25)	-100.0%	
2S-SSI Self-report	321	4.5%	-	0.0%	(321)	-100.0%	
3A-GA Auditable	-	0.0%	5	0.1%	5	-	
4A-Other Auditable	938	13.2%	911	14.9%	(27)	-2.9%	
4S-Other Self-report	456	6.4%	666	10.9%	210	46.1%	
NN-Not Econ Disadv	5,333	75.3%	4,507	73.9%	(826)	-15.5%	
All CTE Econ Disadv	1,752	24.7%	1,592	26.1%	(160)	-9.1%	
All CTE	7,085	100.0%	6,099	100.0%	(986)	-13.9%	

Notes

More information about the VTEA report available at: <https://webdata.cccco.edu/ded/sv/sv.htm>

CTE: Career Technical Education, based on course SAM code equal to A, B, C, D (applicable to Perkins funding).

Trend: Compares the statistic for the group with that for the college.

Table SV.1 Student Headcount by College and VTEA Economically Disadvantaged Group

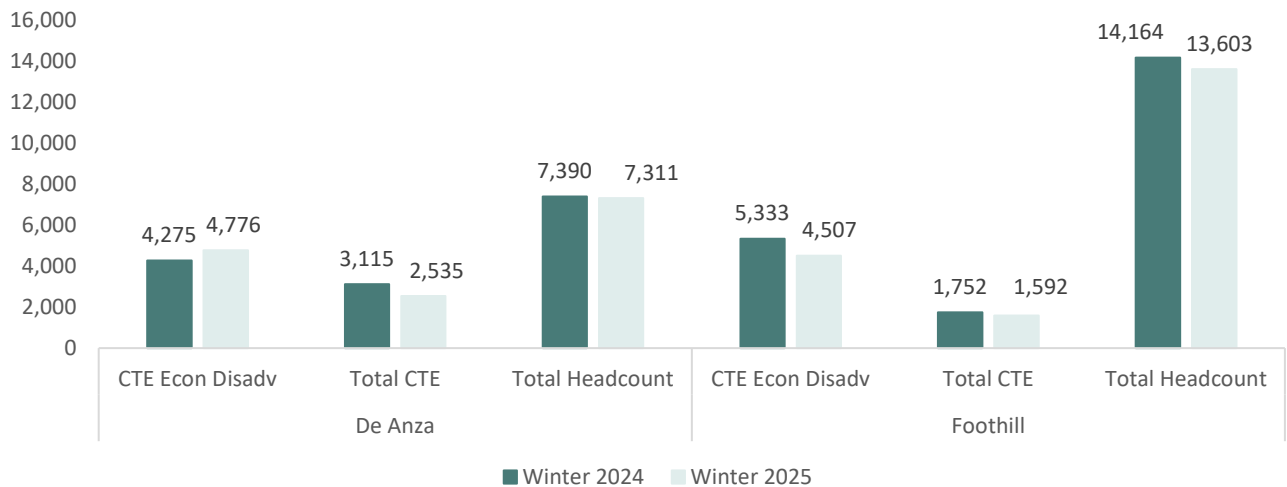


Table SY.1 De Anza, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Winter 2024		Winter 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	170100-Mathematics, General	63	30.6%	46	31.3%	(17)	-27.0%	↓
	220500-History	43	20.9%	27	18.4%	(16)	-37.2%	↓
	150100-English	27	13.1%	24	16.3%	(3)	-11.1%	↓
	200100-Psychology, General	15	7.3%	11	7.5%	(4)	-26.7%	↓
	040100-Biology, General	18	8.7%	10	6.8%	(8)	-44.4%	↓
	110500-Spanish	10	4.9%	10	6.8%	-	0.0%	
	110700-Chinese	8	3.9%	6	4.1%	(2)	-25.0%	↓
	220400-Economics	7	3.4%	5	3.4%	(2)	-28.6%	↓
	190500-Chemistry, General	6	2.9%	4	2.7%	(2)	-33.3%	↓
	100210-Painting and Drawing	1	0.5%	2	1.4%	1	100.0%	↑
	100100-Fine Arts, General	1	0.5%	1	0.7%	-	0.0%	
	220600-Geography	1	0.5%	1	0.7%	-	0.0%	
	100900-Design	4	1.9%	-	0.0%	(4)	-100.0%	↓
	110300-German	2	1.0%	-	0.0%	(2)	-100.0%	↓
	Total	206	100.0%	147	100.0%	(59)	-28.6%	

Figure SY.1 De Anza, Student Credit for Prior Learning, Advanced Placement: Top Five Areas by Academic Period

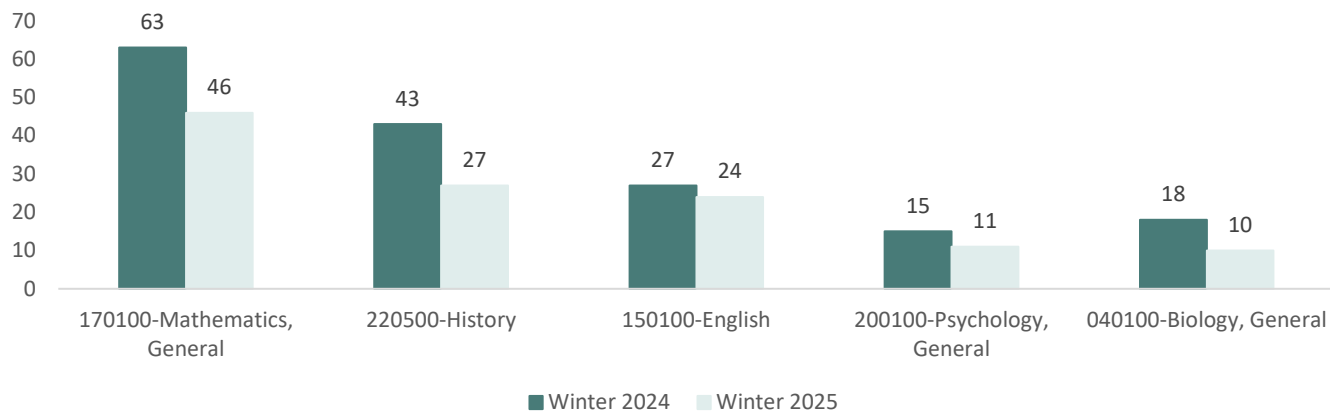


Table SY.2 Foothill, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Winter 2024		Winter 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	170100-Mathematics, General	1	2.9%	21	46.7%	20	2000.0%	
	150100-English	2	5.9%	6	13.3%	4	200.0%	
	190200-Physics, General	1	2.9%	5	11.1%	4	400.0%	
	190500-Chemistry, General	2	5.9%	4	8.9%	2	100.0%	
	200100-Psychology, General	-	0.0%	4	8.9%	4	-	
	220500-History	-	0.0%	4	8.9%	4	-	
Industry certification	040100-Biology, General	27	79.4%	1	2.2%	(26)	-96.3%	
Advanced Placement (AP)	110500-Spanish	1	2.9%	-	0.0%	(1)	-100.0%	
Total		34	100.0%	45	100.0%	11	32.4%	

Figure SY.2 Foothill, Student Credit for Prior Learning, Advanced Placement: Top Five Areas by Academic Period

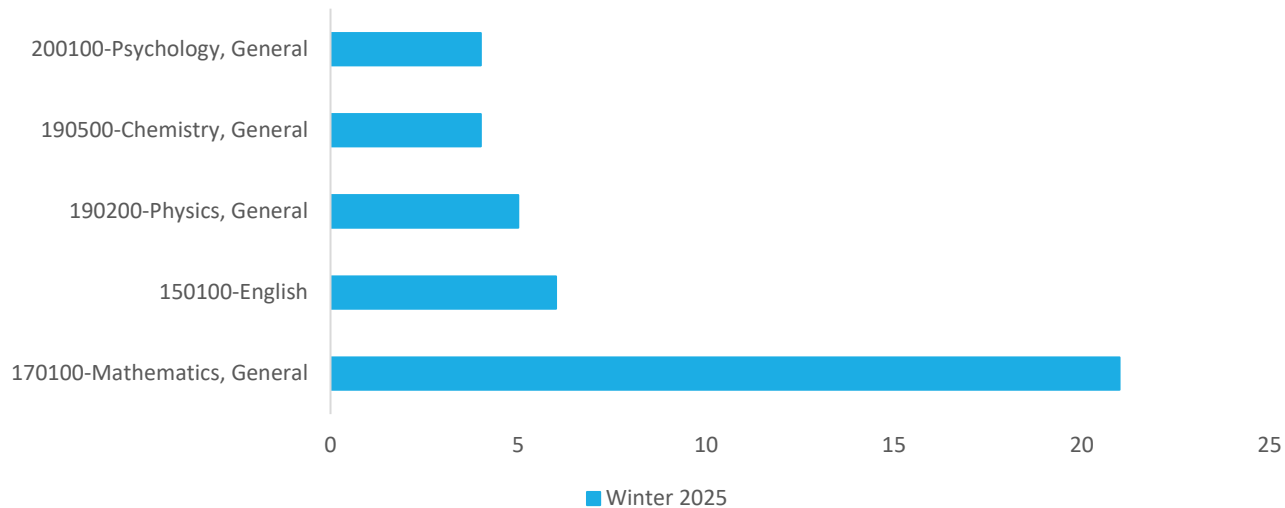


Table SX.A1 California Virtual Campus (CVC) Course Exchange Enrollment, De Anza: Student Headcount

Course TOP Code	Winter 2024		Winter 2025	
	Count	Percent	Count	Percent
De Anza				
220300-Ethnic Studies	2	9.5%	10	31.3%
030200-Environmental Studies	0	0.0%	4	12.5%
200100-Psychology, General	5	23.8%	4	12.5%
050500-Business Administration	0	0.0%	2	6.3%
127000-Kinesiology	0	0.0%	2	6.3%
220400-Economics	1	4.8%	2	6.3%
220700-Political Science	5	23.8%	2	6.3%
030300-Environmental Technology	0	0.0%	1	3.1%
070710-Computer Programming	0	0.0%	1	3.1%
100700-Dramatic Arts	0	0.0%	1	3.1%
130600-Nutrition, Foods, and Culinary Arts	0	0.0%	1	3.1%
150600-Speech Communication	0	0.0%	1	3.1%
220500-History	0	0.0%	1	3.1%
220800-Sociology	0	0.0%	1	3.1%
050200-Accounting	1	4.8%	0	0.0%
070100-Information Technology, General	1	4.8%	0	0.0%
070900-World Wide Web Administration	1	4.8%	0	0.0%
110300-German	2	9.5%	0	0.0%
111730-Korean	1	4.8%	0	0.0%
170100-Mathematics, General	1	4.8%	0	0.0%
220200-Anthropology	1	4.8%	0	0.0%
Total Headcount	21	100.0%	32	100.0%

Total headcount and percentage change:

11

52.4%

Table SX.A2 California Virtual Campus (CVC) Course Exchange Enrollment, Foothill: Student Headcount

Course TOP Code	Winter 2024		Winter 2025	
	Count	Percent	Count	Percent
Foothill				
083500-Physical Education	2	6.7%	6	13.0%
220200-Anthropology	2	6.7%	6	13.0%
127000-Kinesiology	0	0.0%	5	10.9%
220700-Political Science	0	0.0%	5	10.9%
110800-Japanese	0	0.0%	4	8.7%
070700-Computer Software Development	2	6.7%	3	6.5%
150100-English	2	6.7%	3	6.5%
100400-Music	0	0.0%	2	4.3%
101100-Photography	0	0.0%	2	4.3%
170100-Mathematics, General	0	0.0%	2	4.3%
220600-Geography	3	10.0%	2	4.3%
061410-Multimedia	1	3.3%	1	2.2%
070710-Computer Programming	0	0.0%	1	2.2%
101200-Photography	0	0.0%	1	2.2%
110500-Spanish	1	3.3%	1	2.2%
130500-Child Development/Early Care and Education	1	3.3%	1	2.2%
150600-Speech Communication	1	3.3%	1	2.2%
150900-Philosophy	3	10.0%	1	2.2%
200100-Psychology, General	2	6.7%	1	2.2%
220800-Sociology	1	3.3%	1	2.2%
050200-Accounting	3	10.0%	0	0.0%
086000-Educational Technology	2	6.7%	0	0.0%
103000-Art and Design	1	3.3%	0	0.0%
126000-Health Professions, Transfer Core Curriculum	1	3.3%	0	0.0%
220100-Social Sciences, General	1	3.3%	0	0.0%
220110-Women's Studies	1	3.3%	0	0.0%
Total Headcount	30	100.0%	46	100.0%

Total headcount and percentage change:

16

53.3%

Table SS.A1 De Anza College: Count by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2023-24	2024-25	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,119	1,729	610	54.5%	
	2-Fall	1,121	1,227	106	9.5%	
	3-Winter	828	815	(13)	-1.6%	↓
	Annual	5,199	3,771	(1,428)		
SS08: Counseling/Advising	1-Summer	3,327	3,790	463	13.9%	
	2-Fall	4,879	4,387	(492)	-10.1%	
	3-Winter	2,400	2,167	(233)	-9.7%	↓
	Annual	12,614	10,344	(2,270)		
SS09: Abbreviated SEP	1-Summer	886	2,722	1,836	207.2%	
	2-Fall	1,121	2,234	1,113	99.3%	
	3-Winter	890	1,329	439	49.3%	↑
	Annual	4,379	6,285	1,906		
SS09: Comprehensive SEP	1-Summer	493	4,021	3,528	715.6%	
	2-Fall	1,434	3,309	1,875	130.8%	
	3-Winter	936	1,643	707	75.5%	↑
	Annual	3,638	8,973	5,335		
SS10: At-Risk Follow-up	1-Summer	379	392	13	3.4%	
	2-Fall	824	805	(19)	-2.3%	
	3-Winter	914	574	(340)	-37.2%	↓
	Annual	2,704	1,771	(933)		
SS11: Other Follow-up	1-Summer	3,684	4,658	974	26.4%	
	2-Fall	8,398	8,466	68	0.8%	
	3-Winter	8,112	8,502	390	4.8%	↑
	Annual	24,991	20,725	(4,266)		

Notes

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed based on admission application data.

Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported in the term/academic year when the student first received the service at the college.

SS08: Counseling/Advising are reported during the term when the student first received the service at the college during the academic period.

Submission status for categorical programs (i.e., EOPS, DSPS, CalWORKs) may impact counts.

Trend based on percentage change for the student headcount in credit courses at the college level during the academic period, less than 1%.

DSPS data was not submitted in fall 2024; this will underestimate counseling headcounts.

Table SS.A2 Foothill College: Counts by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2023-24	2024-25	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,060	1,077	17	1.6%	
	2-Fall	1,104	903	(201)	-18.2%	
	3-Winter	851	751	(100)		
	Annual	4,200	2,731	(1,469)	-35.0%	
SS08: Counseling/Advising	1-Summer	2,442	2,567	125	5.1%	
	2-Fall	2,925	3,399	474	16.2%	
	3-Winter	1,893	1,659	(234)		
	Annual	8,873	7,625	(1,248)	-14.1%	
SS09: Abbreviated SEP	1-Summer	523	516	(7)	-1.3%	
	2-Fall	810	1,532	722	89.1%	
	3-Winter	580	728	148		
	Annual	2,484	2,776	292	11.8%	
SS09: Comprehensive SEP	1-Summer	316	470	154	48.7%	
	2-Fall	841	3,962	3,121	371.1%	
	3-Winter	504	1,557	1,053		
	Annual	2,269	5,989	3,720	163.9%	
SS10: At-Risk Follow-up	1-Summer	51	44	(7)	-13.7%	
	2-Fall	189	157	(32)	-16.9%	
	3-Winter	160	149	(11)		
	Annual	536	350	(186)	-34.7%	
SS11: Other Follow-up	1-Summer	1,940	2,367	427	22.0%	
	2-Fall	4,960	5,873	913	18.4%	
	3-Winter	4,918	4,650	(268)		
	Annual	14,759	12,373	(2,386)	-16.2%	

Notes

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed based on admission application data.

Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported in the term/academic year when the student first received the service at the college.

SS08: Counseling/Advising are reported during the term when the student first received the service at the college during the academic period.

Submission status for categorical programs (i.e., EOPS, DSPS, CalWORKs) may impact counts.

Trend based on percentage change for the student headcount in credit courses at the college level during the academic period, unknown at this time.

DSPS data was not submitted in winter 2025; this will underestimate counseling headcounts.

Table CB.1 De Anza College: Section Count by Course Attribute and Academic Period

Course Attribute	Classification	Winter 2024		Winter 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,374	89.4%	1,369	89.2%	(5)	-0.4%	
	Credit, Not Degree Applicable	74	4.8%	75	4.9%	1	1.4%	
	Noncredit	89	5.8%	91	5.9%	2	2.2%	↑
CB05-Transfer Status	Transferable to UC and CSU	1,057	68.8%	1,077	70.2%	20	1.9%	↑
	Transferable to CSU only	295	19.2%	273	17.8%	(22)	-7.5%	↓
	Not transferable	185	12.0%	185	12.1%	-	0.0%	
CB08-Basic Skills	Basic Skills	110	7.2%	108	7.0%	(2)	-1.8%	
	Not Basic Skills	1,427	92.8%	1,427	93.0%	-	0.0%	
CB09-SAM Priority	Apprenticeship	10	0.7%	8	0.5%	(2)	-20.0%	↓
	Advanced Occupational	47	3.1%	42	2.7%	(5)	-10.6%	↓
	Clearly Occupational	347	22.6%	342	22.3%	(5)	-1.4%	
	Possibly Occupational	86	5.6%	86	5.6%	-	0.0%	
	Non-Occupational	1,047	68.1%	1,057	68.9%	10	1.0%	
CB10-Work Exp	Not Cooperative Work Exp	1,537	100.0%	1,535	100.0%	(2)	-0.1%	
CB11-Classification	Enhanced Funding, Workforce Prep	44	2.9%	47	3.1%	3	6.8%	↑
	Enhanced Funding, Other	45	2.9%	44	2.9%	(1)	-2.2%	↓
	Credit Course	1,448	94.2%	1,444	94.1%	(4)	-0.3%	
CB13-Special Class	Approved Special Class	20	1.3%	21	1.4%	1	5.0%	↑
	Not a Special Class	1,517	98.7%	1,514	98.6%	(3)	-0.2%	
CB21-Prior to Coll	1 Level Below Transfer	47	3.1%	46	3.0%	(1)	-2.1%	↓
	2 Levels Below Transfer	20	1.3%	20	1.3%	-	0.0%	
	3 Levels Below Transfer	29	1.9%	29	1.9%	-	0.0%	
	4 Levels Below Transfer	6	0.4%	6	0.4%	-	0.0%	
	5 Levels Below Transfer	4	0.3%	4	0.3%	-	0.0%	
	6 Levels Below Transfer	4	0.3%	3	0.2%	(1)	-25.0%	↓
	Not Applicable	1,427	92.8%	1,427	93.0%	-	0.0%	
CB22-Noncredit Cat	English as a Second Language	45	2.9%	44	2.9%	(1)	-2.2%	↓
	Workforce Preparation	44	2.9%	47	3.1%	3	6.8%	↑
	Credit Course	1,448	94.2%	1,444	94.1%	(4)	-0.3%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,537	100.0%	1,535	100.0%	(2)	-0.1%	
CB24-Program Status	Program Applicable	1,434	93.3%	1,429	93.1%	(5)	-0.3%	

Table CB.1 De Anza College: Section Count by Course Attribute and Academic Period

Course Attribute	Classification	Winter 2024		Winter 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
	Not Program Applicable	103	6.7%	106	6.9%	3	2.9%	↑
CB25-General Ed Status	Transfer English Comp, Crit Think	106	6.9%	106	6.9%	-	0.0%	
	Transfer Math/Quant Reasoning	156	10.1%	162	10.6%	6	3.8%	↑
	Local Mathematics Competency	1	0.1%	1	0.1%	-	0.0%	
	Not Applicable	1,274	82.9%	1,266	82.5%	(8)	-0.6%	
CB26-Support Course St	Support Course	25	1.6%	26	1.7%	1	4.0%	↑
	Not a Support Course	1,512	98.4%	1,509	98.3%	(3)	-0.2%	
CB27-Upper Division St	Not an Upper Division Course	1,537	100.0%	1,535	100.0%	(2)	-0.1%	
Total		1,537	100.0%	1,535	100.0%	(2)	-0.1%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Table CB.2 Foothill College: Section Count by Course Attribute and Academic Period

Course Attribute	Classification	Winter 2024		Winter 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,143	93.2%	1,165	93.0%	22	1.9%	
	Credit, Not Degree Applicable	21	1.7%	26	2.1%	5	23.8%	↑
	Noncredit	62	5.1%	62	4.9%	-	0.0%	
CB05-Transfer Status	Transferable to UC and CSU	680	55.5%	716	57.1%	36	5.3%	↑
	Transferable to CSU only	243	19.8%	255	20.4%	12	4.9%	↑
	Not transferable	303	24.7%	282	22.5%	(21)	-6.9%	↓
CB08-Basic Skills	Basic Skills	36	2.9%	45	3.6%	9	25.0%	↑
	Not Basic Skills	1,190	97.1%	1,208	96.4%	18	1.5%	
CB09-SAM Priority	Apprenticeship	204	16.6%	180	14.4%	(24)	-11.8%	
	Advanced Occupational	7	0.6%	7	0.6%	-	0.0%	
	Clearly Occupational	171	13.9%	171	13.6%	-	0.0%	
	Possibly Occupational	181	14.8%	197	15.7%	16	8.8%	↑
	Non-Occupational	663	54.1%	698	55.7%	35	5.3%	↑
CB10-Work Exp	Cooperative Work Experience	3	0.2%	3	0.2%	-	0.0%	
	Not Cooperative Work Exp	1,223	99.8%	1,250	99.8%	27	2.2%	
CB11-Classification	Enhanced Funding, Other	24	2.0%	31	2.5%	7	29.2%	↑
	Non-Enhanced Funding	38	3.1%	31	2.5%	(7)	-18.4%	↓
	Credit Course	1,164	94.9%	1,191	95.1%	27	2.3%	
CB13-Special Class	Approved Special Class	41	3.3%	33	2.6%	(8)	-19.5%	↓
	Not a Special Class	1,185	96.7%	1,220	97.4%	35	3.0%	
CB21-Prior to Coll	1 Level Below Transfer	16	1.3%	14	1.1%	(2)	-12.5%	↓
	2 Levels Below Transfer	6	0.5%	8	0.6%	2	33.3%	↑
	3 Levels Below Transfer	4	0.3%	8	0.6%	4	100.0%	↑
	4 Levels Below Transfer	1	0.1%	2	0.2%	1	100.0%	↑
	5 Levels Below Transfer	2	0.2%	2	0.2%	-	0.0%	
	6 Levels Below Transfer	2	0.2%	4	0.3%	2	100.0%	↑
	Not Applicable	1,195	97.5%	1,215	97.0%	20	1.7%	

Table CB.2 Foothill College: Section Count by Course Attribute and Academic Period

Course Attribute	Classification	Winter 2024		Winter 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB22-Noncredit Cat	English as a Second Language	10	0.8%	16	1.3%	6	60.0%	↑
	Elementary, Secondary Basic Sk	10	0.8%	10	0.8%	-	0.0%	
	Approved Special Class	33	2.7%	25	2.0%	(8)	-24.2%	↓
	Short-Term Vocational	9	0.7%	10	0.8%	1	11.1%	
	Workforce Preparation	-	0.0%	1	0.1%	1		
	Credit Course	1,164	94.9%	1,191	95.1%	27	2.3%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,226	100.0%	1,253	100.0%	27	2.2%	
CB24-Program Status	Program Applicable	1,128	92.0%	1,156	92.3%	28	2.5%	
	Not Program Applicable	98	8.0%	97	7.7%	(1)	-1.0%	
CB25-General Ed Status	Transfer English Comp, Crit Think	51	4.2%	53	4.2%	2	3.9%	
	Transfer Math/Quant Reasoning	61	5.0%	69	5.5%	8	13.1%	↑
	Not Applicable	1,114	90.9%	1,131	90.3%	17	1.5%	
CB26-Support Status	Support Course	8	0.7%	9	0.7%	1	12.5%	↑
	Not a Support Course	1,218	99.3%	1,244	99.3%	26	2.1%	
CB27-Upper Division St	Upper Division Course	13	1.1%	15	1.2%	2	15.4%	↑
	Not an Upper Division Course	1,213	98.9%	1,238	98.8%	25	2.1%	
Total		1,226	100.0%	1,253	100.0%	27	2.2%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Table XB.1 De Anza College: Section Count by Attribute and Academic Period

Section Attribute	Classification	Winter 2024		Winter 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	483	31.4%	469	30.6%	(14)	-2.9%	↓
	Daily Census	50	3.3%	50	3.3%	-	0.0%	
	Positive Attendance	33	2.1%	34	2.2%	1	3.0%	↑
	Independent Study, Work Exper	971	63.2%	982	64.0%	11	1.1%	
XB09-Work Based Lear Act	Work-Based Learning	30	2.0%	32	2.1%	2	6.7%	
	Unknown	1,507	98.0%	1,503	97.9%	(4)	-0.3%	
XB12-Instructional Material Cost	Uses only no-cost digital instructional material	93	6.1%	-	0.0%	(93)	-100.0%	
	Has low instructional material costs	17	1.1%	-	0.0%	(17)	-100.0%	
	Does not meet no-cost or low-cost inst material criteria	1,427	92.8%	1,535	100.0%	108	7.6%	
	Total	1,537	100.0%	1,535	100.0%	(2)	-0.1%	

Figure XB.1 Section Count by College, Accounting Method and Academic Period

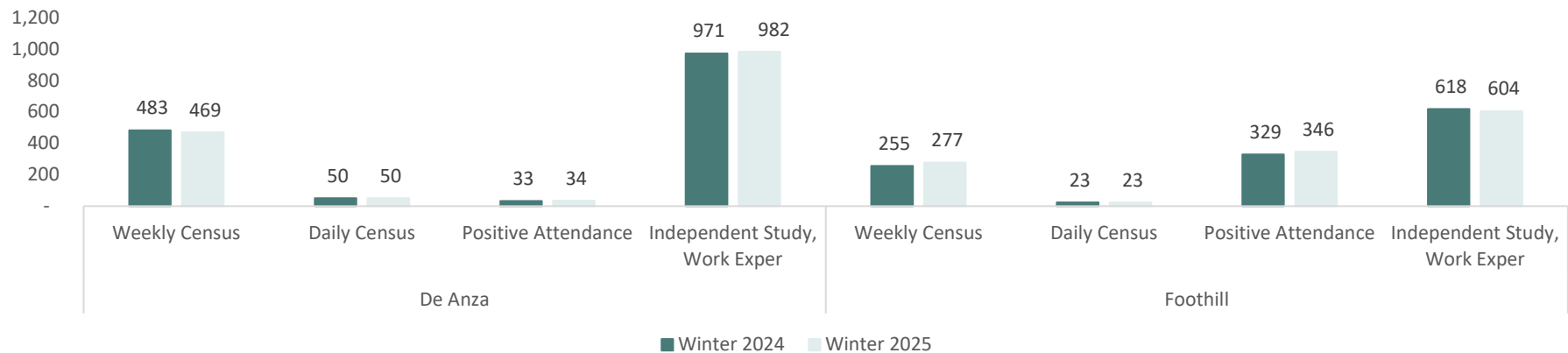


Table XB.2 Foothill College: Section Count by Attribute and Academic Period

Section Attribute	Classification	Winter 2024		Winter 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	255	20.8%	277	22.1%	22	8.6%	↑
	Daily Census	23	1.9%	23	1.8%	-	0.0%	
	Positive Attendance	329	26.8%	346	27.6%	17	5.2%	↑
	Independent Study, Work Exper	618	50.4%	604	48.2%	(14)	-2.3%	↓
	Independent Study Lab	1	0.1%	-	0.0%	(1)	-100.0%	↓
	Not claimed for State Apport	-	0.0%	3	0.2%	3		↑
XB09-Work Based Lear Act	Work-Based Learning	29	2.4%	30	2.4%	1	3.4%	↑
	Unknown	1,197	97.6%	1,223	97.6%	26	2.2%	
XB12-Instructioal Material Cost	No associated instructional material	1	0.1%	-	0.0%	(1)	-100.0%	↓
	Uses only no-cost digital instructional material	499	40.7%	-	0.0%	(499)	-100.0%	↓
	Has instruct material costs, but none are passed on to students	4	0.3%	-	0.0%	(4)	-100.0%	↓
	Has low instructional material costs	157	12.8%	-	0.0%	(157)	-100.0%	↓
	Does not meet no-cost or low-cost inst material criteria	565	46.1%	1,253	100.0%	688	121.8%	↑
Total		1,226	100.0%	1,253	100.0%	27	2.2%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Data for XB12-Instructioal Material Cost-Winter 2025, was not confirmed/submitted for Foothill.

Figure XB.2

Credit Courses: Percentage of the Section Total Count by College, Accounting Method and Term

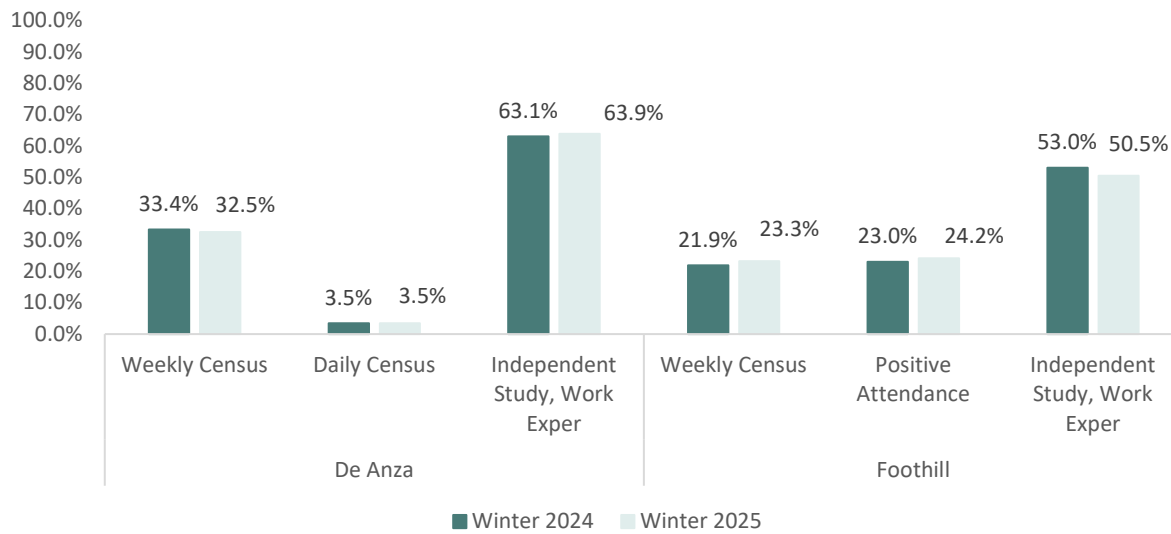


Figure XB.3

Noncredit Courses: Percentage of the Section Total Count by College, Accounting Method and Term

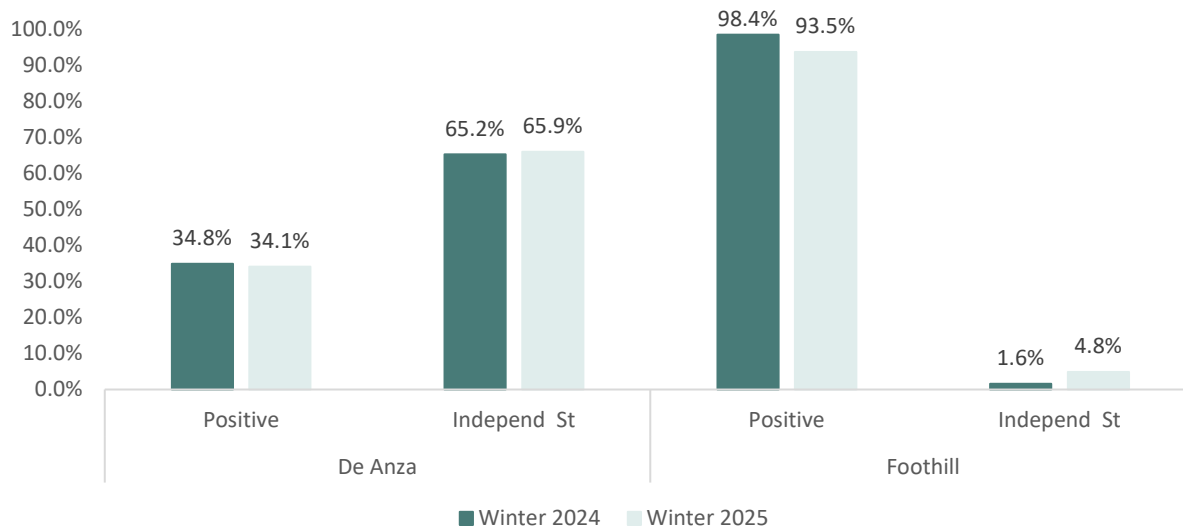


Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	726	47.2%	739	48.1%	13	1.8%	↑
Dist Ed 50% to 99%	228	14.8%	206	13.4%	(22)	-9.6%	↓
Dist Ed Less than 50%	120	7.8%	119	7.8%	(1)	-0.8%	
In-Person	463	30.1%	471	30.7%	8	1.7%	↑
Total	1,537	100.0%	1,535	100.0%	(2)	-0.1%	

Table XF.2 Foothill College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Winter 2024		Winter 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	511	41.7%	498	39.7%	(13)	-2.5%	↓
Dist Ed 50% to 99%	88	7.2%	64	5.1%	(24)	-27.3%	↓
Dist Ed Less than 50%	63	5.1%	83	6.6%	20	31.7%	↑
In-Person	564	46.0%	608	48.5%	44	7.8%	↑
Total	1,226	100.0%	1,253	100.0%	27	2.2%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Figure XF.1 Section Count by College, Instructional Method and Academic Period

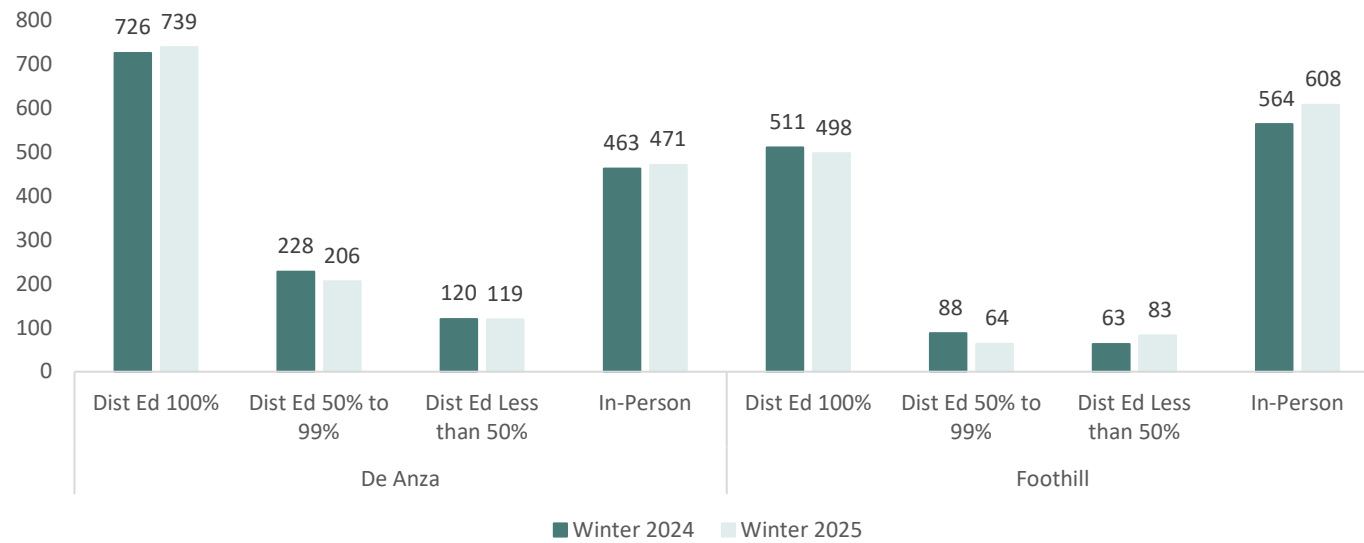


Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTE) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Winter 2024			Winter 2025			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	682	197	54.05	677	198	55.67	1.62	3.0%	↑
	FT Faculty, Overload	135	94	14.37	128	90	13.68	(0.69)	-4.8%	↓
	PT Faculty/Temporary Staff	585	372	60.95	591	376	61.85	0.90	1.5%	↑
	Contract Staff	81	60	-	80	57	-	-		
	Total	1,448	578	129.36	1,444	579	131.20	1.84	1.4%	
Noncredit	FT Faculty, Not Overload	38	15	-	42	17	-	-		
	Contract Staff	51	34	-	49	37	-	-		
	Total	89	49	-	91	54	-	-		

Table XE.2 Foothill College: Section, Employee and Full-Time Equivalent Faculty (FTEF) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Winter 2024			Winter 2025			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	475	133	35.31	509	142	38.45	3.14	8.9%	↑
	FT Faculty, Overload	112	71	9.99	106	73	9.84	(0.15)	-1.5%	↓
	PT Faculty/Temporary Staff	357	261	38.03	366	260	39.39	1.36	3.6%	
	Contract Staff	304	91	-	294	103	-	-		
	Total	1,164	457	83.33	1,191	466	87.68	4.35	5.2%	
Noncredit	FT Faculty, Not Overload	24	17	1.23	26	16	1.21	(0.02)	-1.6%	↓
	FT Faculty, Overload	3	1	0.09	6	7	0.63	0.54	598.9%	↑
	PT Faculty/Temporary Staff	34	14	1.58	28	15	1.69	0.12	7.4%	
	Contract Staff	3	6	-	5	6	-	-		
	Total	62	38	2.89	62	42	3.53	0.64	21.9%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Contract staff FTEF for Foothill, Winter 2025, is likely due to a coding error at the college for assignment type.

Figure XE.1 Employee and Full-Time Equivalent (FTE) Count in Credit Courses by College, Assignment Type and Academic Period

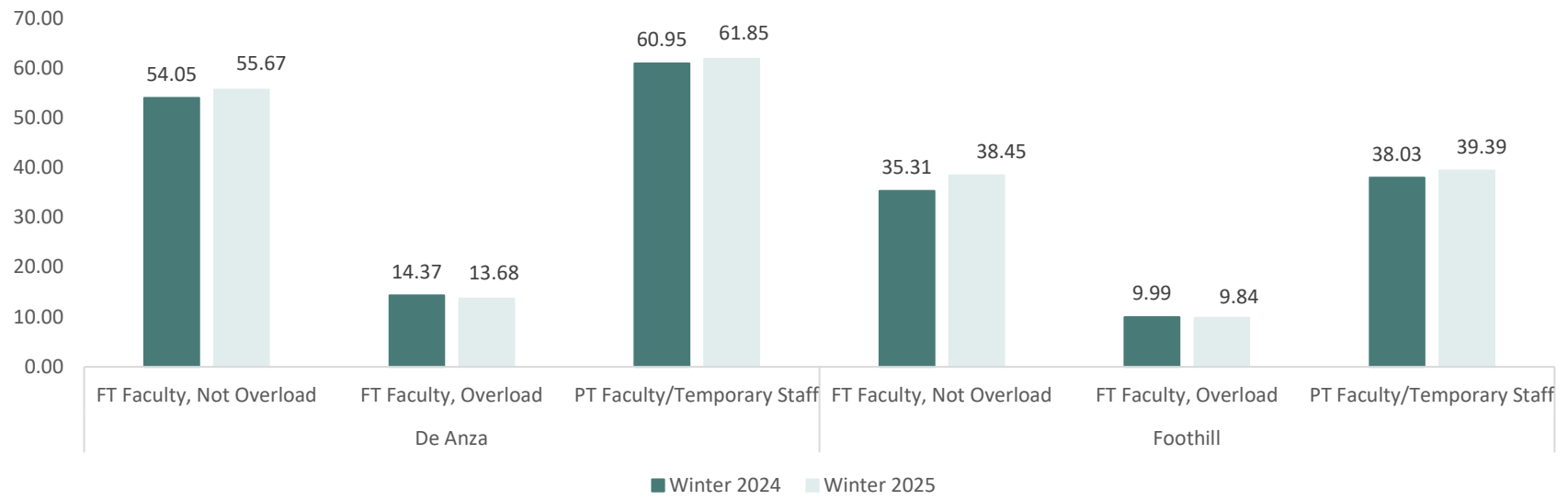


Table SX.1A De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Credit Courses

Apportionment Type	Winter 2024			Winter 2025			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Credit-Apprenticeship	24	5.42	0.1%	15	3.49	0.1%	(1.93)	-35.5%	↓
Credit-No Apprenticeship, CA Resident, Apport	14,281	3,733.88	87.3%	14,004	3,756.41	86.0%	22.53	0.6%	
Credit-No Apprenticeship, CA Resident, No Apport	22	2.02	0.0%	3	0.33	0.0%	(1.69)	-83.5%	↓
Credit-No Apprenticeship, International	1,196	442.61	10.4%	1,374	501.73	11.5%	59.13	13.4%	↑
Credit-No Apprenticeship, Out-of-state	356	90.78	2.1%	409	108.25	2.5%	17.47	19.2%	↑
Credit-Total	15,858	4,274.72	100.0%	15,805	4,370.23	100.0%	95.51	2.2%	

Figure SX.1A De Anza: Credit Full-Time Equivalent Student (FTES) Estimates by Student Type and Academic Period

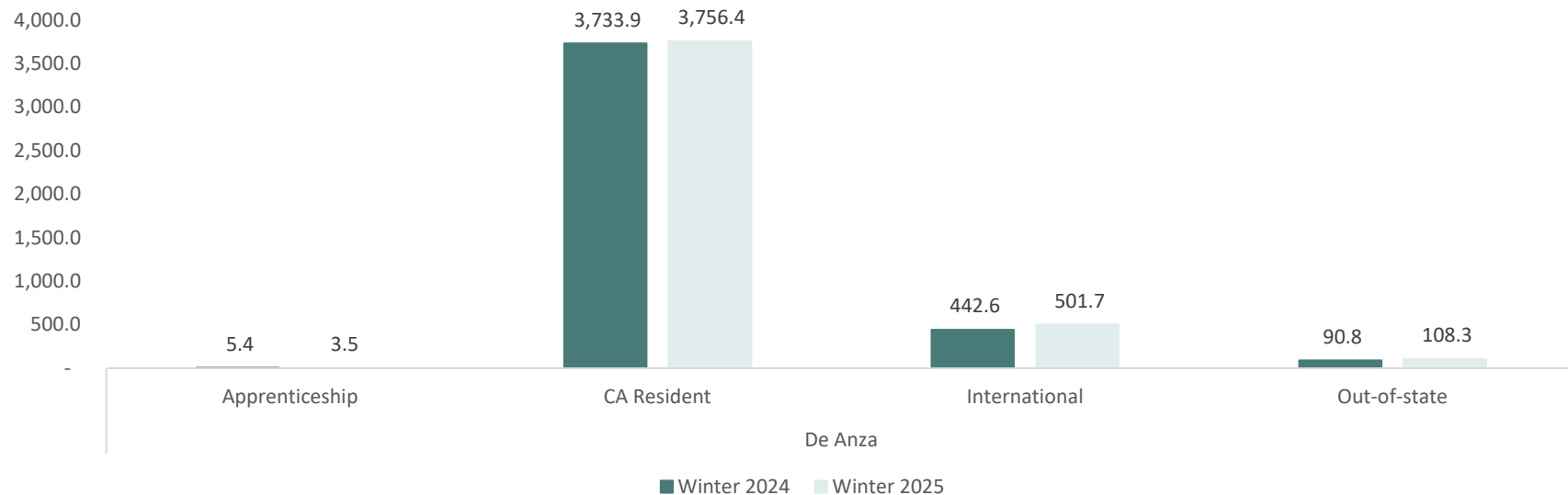
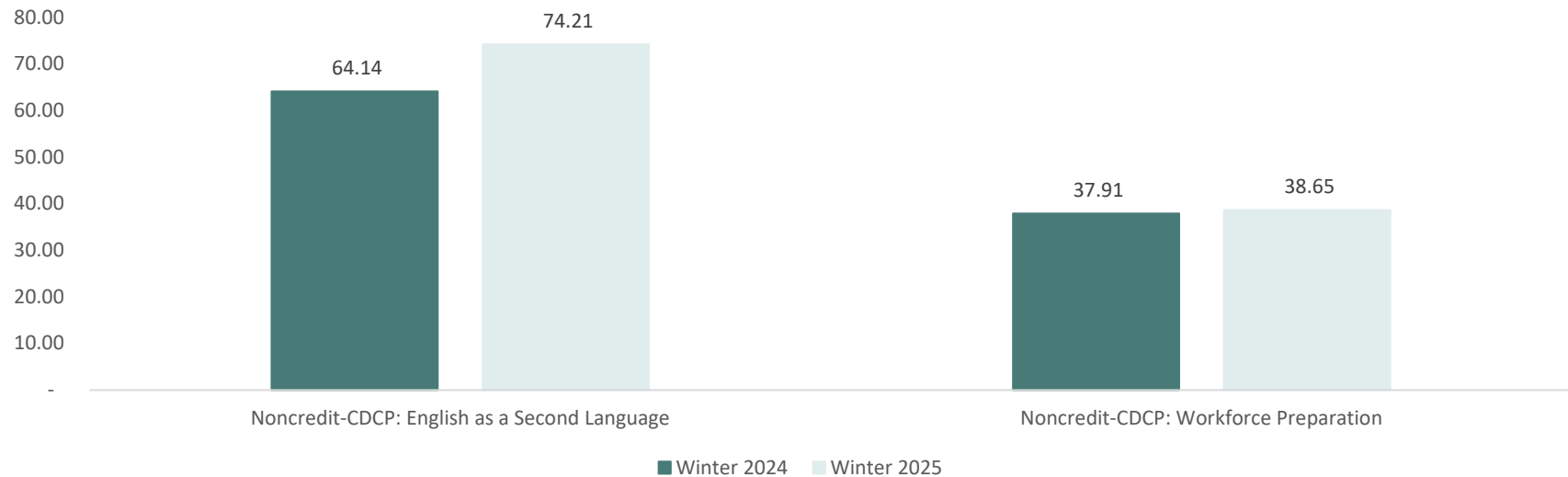


Table SX.1B De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Noncredit Courses

Apportionment Type	Winter 2024			Winter 2025			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Noncredit-CDCP: English as a Second Language	476	64.14	62.8%	537	74.21	65.8%	10.07	15.7%	↑
Noncredit-CDCP: Workforce Preparation	318	37.91	37.2%	294	38.65	34.2%	0.74	2.0%	
Noncredit-Total	773	102.05	100.0%	818	112.86	100.0%	10.81	10.6%	

Figure SX.1B De Anza: Noncredit Full-Time Equivalent Student (FTES) Estimates by Program and Academic Period



Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Table SX.3 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

Enrollment Status	Winter 2024			Winter 2025			Change FTES		
	Student Headcount	FTES	Perc FTES	Student Headcount	FTES	Perc FTES	Count	Percent	Trend
First-Time	422	95.59	2.6%	202	49.79	1.3%	(45.81)	-47.9%	↓
First-Time Transfer	1,580	295.01	7.9%	1,104	193.61	5.2%	(101.40)	-34.4%	↓
Returning	1,408	249.11	6.7%	1,515	269.20	7.2%	20.10	8.1%	↑
Continuing	10,028	2,977.64	79.7%	10,209	3,113.85	82.9%	136.21	4.6%	↑
Special Admit	843	116.53	3.1%	974	129.97	3.5%	13.43	11.5%	↑
Total	14,281	3,733.88	100.0%	14,004	3,756.41	100.0%	22.53	0.6%	

Notes

Data only includes enrollments for California residents in credit courses applicable to apportionment, not including apprenticeship. FTES estimates are based on section total contact hours or positive attendance.

Figure SX.3 De Anza College: Full-Time Equivalent Student (FTES) Estimates for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

